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Welcome



It is a pleasure to welcome you to our school for the upcoming year. We hope that your child will find this year an enjoyable and rewarding one.

For those children attending school for the first time, this is a great adventure away from home. It is here that your child develops lasting attitudes about school, teachers, and classmates. It is also here that the student learns to accept other children and to be accepted by them.

While this adjustment appears to be a rather natural one for us adults, it is not necessarily true for children. It takes place best when the ingredients of love, patience, and understanding are present in the home and at school. This is one of the reasons close cooperation between the teacher and parent(s) or guardian(s) is so very important. It is our wish that your child may come happily and willingly to school and make a comfortable transition to our school.

We feel extremely proud to be able to serve the patrons of the Dickinson School District who have traditionally been very supportive in their role as concerned parent(s) or guardian(s).

We welcome each of our parent(s) or guardian(s) to visit school at any time. Please call us if you have a concern regarding anything school related. We will be happy to help you at any time, and our door is always open to you.

Vision

Success for All!

Mission

Prepare all learners for life-long success through a safe, collaborative, and innovative learning community

At Dickinson Public Schools We Believe:

- We are collectively responsible for the success of all students.
- All decisions will be based on what is best for students.
- Safe, supportive, and collaborative learning environments are essential.
- In the importance of communication with families about their individual student.
- In the importance of fostering genuine relationships.
- Highly reliable staff are key to student success.
- The quality of the school district directly influences the quality of the community within which we live.
- Student learning is measured on their demonstrated mastery of skills, not time.
- Healthy minds and healthy bodies enhance student success.



2020-2021 School Calendar

July 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020 = 4 Days						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020 = 21 days						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 = 20 days						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020 = 17 days						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020 = 16 days						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Inservice (No School).....Aug. 18
 Teacher Half-day Work Day.....Aug. 19
 Inservice (No School).....Aug. 24 & 25
 First Day of School.....Aug. 26
 Labor Day (No School).....Sept. 7
 Early Release Day (School Dismisses at 1:00).....Sept. 30
 Administrator Conference (No School).....Oct. 22 & 23
 Early Release Day (School Dismisses at 1:00).....Oct. 28
 Veterans Day Holiday (No School).....Nov. 11
 Parent/Teacher Conf Comp Day (No School).....Nov. 25
 Thanksgiving Holiday (No School).....Nov. 26
 Thanksgiving Break (No School).....Nov. 27
 Holiday Break.....Dec. 23-Jan. 1
 School Resumes.....Jan. 4
 Inservice/Martin Luther King Day (No School).....Jan. 18
 Early Release Day (School Dismisses at 1:00).....Jan. 27
 Presidents' Day Observed (No School).....Feb. 15
 Early Release Day (School Dismisses at 1:00).....Feb. 24
 Parent/Teacher Conf Comp Day (No School).....March 5
 Early Release Day (School Dismisses at 1:00).....March 31
 No School.....April 1
 Good Friday Holiday (No School).....April 2
 Easter Monday (No School).....April 5
 Early Release Day (School Dismisses at 1:00).....April 28
 Last Day of School.....May 26
 Early Release Day (School Dismisses at 1:00).....May 26
 Teacher Half-day Work Day.....May 27
 Graduation.....May 30

Early Release Dates for Students (1:00 p.m. release)
 *These Wednesdays:
 September 30, October 28, January 27, February 24,
 March 31, April 28, and May 26

Student/Teacher Contact Days.....175 days
 Inservice Days.....4 days
 Parent/Teacher Conference Compensatory days...
 (November 25 and March 5).....2 days
 Holidays – Veterans Day (Nov. 11), Thanksgiving
 (Nov. 26) & Good Friday (April 2).....3 days
 Administrator Convention.....(Oct. 22-23)
 Teacher Half-day Work Day (Aug. 19 & May 27).....1 day
 Total Days.....185 days

See Individual Student Handbook for Parent/Teacher
 Conference Schedules and Grading Periods

- Student Contact Days
- Parent/Teacher Conference Comp. Days
- Professional Development Days
- Teacher Work Day (1/2 day)
- Holidays

January 2021 = 19 days						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 1 - New Year's Day Holiday
 January 18 - Martin Luther King Day Observed

February 2021 = 19 days						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

February 13 - President's Day Observed

March 2021 = 22 days						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 4, 5th, and 6th- WDA Basketball
 Tournament

April 2021 = 19 days						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 2 - Good Friday Observed

May 2021 = 18 days						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31 - Memorial Day Observed

June 2021						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Approved by the Dickinson Public School Board February 10, 2020

2020-2021 DATES TO REMEMBER

Inservice (No School).....	Aug. 18
Teacher Half-day Work Day.....	Aug. 19
Inservice (No School).....	Aug. 24 & 25
First Day of School.....	Aug. 26
Labor Day (No School).....	Sept. 7
Early Release Day (School Dismisses at 1:00).....	Sept. 30
Administrator Conference (No School).....	Oct. 22 & 23
Early Release Day (School Dismisses at 1:00).....	Oct. 28
Veterans Day Holiday (No School).....	Nov. 11
Parent/Teacher Conf Comp Day (No School).....	Nov. 25
Thanksgiving Holiday (No School).....	Nov. 26
Thanksgiving Break (No School).....	Nov. 27
Holiday Break.....	Dec. 23-Jan. 1
School Resumes.....	Jan. 4
Inservice/Martin Luther King Day (No School).....	Jan. 18
Early Release Day (School Dismisses at 1:00).....	Jan. 27
Presidents' Day Observed (No School).....	Feb. 15
Early Release Day (School Dismisses at 1:00).....	Feb. 24
Parent/Teacher Conf Comp Day (No School).....	March 5
Early Release Day (School Dismisses at 1:00).....	March 31
No School.....	April 1
Good Friday Holiday (No School).....	April 2
Easter Monday (No School).....	April 5
Early Release Day (School Dismisses at 1:00).....	April 28
Last Day of School.....	May 26
Early Release Day (School Dismisses at 1:00).....	May 26
Teacher Half-day Work Day.....	May 27
Graduation.....	May 30

2020-2021 Elementary School Parent/Teacher Conference Schedules

(Berg, Heart River, Jefferson, Lincoln, Prairie Rose, and Roosevelt)

Monday, October 19, 2020; 3:30-7:00 p.m.

Tuesday, October 20, 2020; 3:30-7:00 p.m.

Tuesday, February 9, 2021; 3:30-7:00 p.m.

Thursday, February 11, 2021; 3:30-7:00 p.m.

Elementary School Day

<i>School</i>	<i>School Begins</i>	<i>School Ends</i>
Berg	8:05	3:05
Jefferson	8:05	3:05
Heart River	8:05	3:05
Lincoln	8:05	3:05
Prairie Rose	8:05	3:05
Roosevelt	8:05	3:05

Parent Information

Enrollment

Dickinson Public Schools enrollment requirements:

To be enrolled in kindergarten, a child must be five years old before August 1 of the year of enrollment.

1. Birth Certificate
2. Up-to-date immunization requirements for the State of North Dakota
3. Primary proof of residence (**one of the following**):
 - Home mortgage statement
 - Builder's agreement
 - Purchase agreement
 - Homeowner's insurance policy
 - Property tax statement
 - Lease/rental agreement (must list the names of the parent(s) or guardian(s) living in the rental unit, plus the manager's name and phone number)
4. Second proof of residence (**one of the following** within last 30 days):
 - Current gas, electricity, or water bill
 - Current telephone, cable, or Direct TV bill
 - Department of Social Services documentation

Attendance and Absences (FFB)

The Dickinson Public School District believes that regular school attendance is the joint responsibility of the student and their parent(s) or guardian(s), and it is essential for student success in school. The District shall abide with compulsory attendance requirements in state law for students ages seven through sixteen. In order to comply with and enforce these requirements, the Board establishes the following attendance policy:

Definitions

For purposes of compulsory attendance reporting under NDCC 15.1-20-02.1 (1-2):

- *Excused absence* is an absence that the District will not use in determining if a compulsory attendance violation occurred. Any absence may be excused if it is supported by either a verbal or written excuse supplied by the student's parent/guardian, teacher, or school administrator. Examples of an excused absence may include illness, injury, family emergency, religious observance or instruction, suspension, participation in a school-related activity, court appearances when subpoenaed, or other reasons deemed necessary and justifiable by the building principal or Superintendent.
- *Unexcused absence* is any absence not supported by the verbal or written excuse required for an excused absence and shall count in determining when a compulsory attendance violation occurred. If a student is absent for an unexcused reason, the parent/guardian is responsible for promptly calling the principal's office to explain the absence, and the student shall be subject to the consequences contained in the Absences section of this policy. Examples of an unexcused absence may include, but are not limited to, truancy, oversleeping, routine errands, car maintenance and repair, and any undeclared absences.

Documentation Requirements

School administration may require documentation to verify an excused absence, including, but not limited to:

1. Medical documentation from an appropriate licensed healthcare provider;
2. A copy of a court summons or subpoena;
3. An obituary for funeral leave;
4. Verification of planned or executed family travel (e.g., a boarding pass);
5. A request from an official at the student's place of worship;
6. A request for an absence due to a curricular or extracurricular event submitted by the student's teacher, coach, or extracurricular advisor.

Compulsory Attendance Violations

North Dakota law defines what constitutes a compulsory attendance violation. Suspected violations of the compulsory attendance law shall be reported to school administration and investigated in accordance with law. When a compulsory attendance violation is substantiated, the District shall comply with law enforcement reporting requirements under law.

Absences

The Board recognizes that prompt, regular attendance is extremely important. Absenteeism not only adversely affects the learning process of a student but also may impede their normal progression through the grades. The Board expects each student to attend all scheduled classes and daily activities except when a school administrator has excused a student.

The Superintendent or designee shall establish criteria for requesting and granting approved absences, make-up work requirements, and parental notification processes for students with accumulated absences.

Disciplinary Sanctions

The Board believes that unapproved absences are a form of misconduct and authorizes the Superintendent to establish grade-appropriate disciplinary consequences. Students shall be afforded appropriate due process rights based on the severity of disciplinary penalty that the District is considering imposing. Students shall be required to complete assigned work.

Dissemination

This policy shall be published in all student handbooks.

Attendance

For students to be successful in school, it is essential they attend school every day and be on time. Research supports attendance as the most important predictor of student success.

Please consult the school district's calendar prior to planning a family trip or vacation during the school year. If a family trip or vacation is planned during the school year, please contact the school in advance.

The following pyramid of interventions will be used to address attendance concerns.

Tier 1

- 5 days absent or tardy—a letter from a building representative will be sent to the parent(s) or guardian(s) of the student

Tier 2

- 10 days absent or tardy —the parent(s) or guardian(s) of the student will be contacted by the school social worker and a follow-up letter from the school social worker will be sent to the parent(s) or guardian(s) of the student

Tier 3

- 15 days absent or tardy —a letter will be sent from the building administrator to the parent(s) or guardian(s) of the student to schedule a parent meeting with the attendance team. At the meeting, an attendance plan will be developed.

Tier 4

- 20+ days absent or tardy —a referral will be made to the School Resource Officer in addition to a referral to an external agency such as Social Services.

Compulsory Attendance Violations

North Dakota law defines what constitutes a compulsory attendance violation. Suspected violations of the compulsory attendance law shall be reported to school administration and investigated in accordance with law. When a compulsory attendance violation is substantiated, the District shall comply with law enforcement reporting requirements under law.

Tardiness

Students are expected to be in class on time.

Tier 1

- If a student has been tardy 10 days, a letter will be mailed home informing the parent(s) or guardian(s) of the tardiness concern.

Tier 2

- If a student has been tardy 20 days, the school will contact social services to develop a plan to ensure prompt attendance. A letter may be mailed home informing the parent(s) or guardian(s) that social services have been notified.

Parent Standards of Conduct (KAAA-AR)

Dickinson Public Schools believes people are individuals who have different thought processes. It is the role of every person at Dickinson Public Schools to treat staff, families and children with respect and dignity. It is an expectation that all adults, in the Dickinson Public Schools setting, conduct themselves in the following manner:

- With courtesy
- With respect
- With patience
- By treating people, the way, you want to be treated
- By modeling how we want our children to treat others

Under no circumstances will the following behaviors be allowed:

- Quarreling, verbal fighting, rising of voices with employees or parent(s) or guardian(s).
- Doing things that are against the District's safety practices and policies.
- Bringing drugs, alcohol, or weapons onto the property of the Dickinson Public Schools or to its events.
- Being under the influence of drugs or alcohol while on the property or at an event of the Dickinson Public Schools.
- Threats to administrators, teachers, staff, or parent(s) or guardian(s).
- Swearing or cursing.

If the above behaviors occur, parent(s) or guardian(s) will be asked (privately if possible) by a Dickinson Public School employee to stop the inappropriate behavior. If parent(s) or guardian(s) continue to quarrel, verbally fight, or threaten, the Dickinson Public School employee will call the police. Employees of Dickinson Public Schools will, at an appropriate time, refer the parent(s) or guardian(s) to the conflict resolution procedures or offer the parent(s) or guardian(s) referrals for counseling services.

Dickinson Public School District Unpaid Meal Fee Guidelines (IB-E2)

Dickinson Public School District recognizes the important link between proper nutrition and academic success. The purpose of these guidelines is to establish a consistent District procedure for charging meals when parents do not have sufficient funds to pay for the meals, and ensuring eligible children are certified for free and reduced-price school meals.

Charging meals:

Because hunger is an impediment to learning, no student shall be denied a school meal because of an inability to pay. Children will be served a meal that meets the U.S. Department of Agriculture nutrition standards for school meals.

Alternatives:

Schools may offer students unable to pay for a regular menu meal or a lower-cost alternate meal that meets nutrition standards, but does not overtly identify children. Dickinson Public Schools (DPS) may allow students to charge reimbursable meals up to a certain number of meals or dollar amount and then provide an alternate meal thereafter. Hand stamps, stickers, or any other means of overt identification of children with unpaid meal debt are prohibited. Additionally, children with unpaid meal debt shall not be required to work off their debt.

To ensure that all eligible families are certified for free and reduced-price school meals, the District or school officials shall provide all households with school meal applications at the time of registration or enrollment and/or include instructions for completing online school meal applications.

Data provided by the state or other school district officials to certify eligible children without an application will be

promptly utilized.

If DPS becomes aware of a student that is eligible for free or reduced meals and is unable to obtain a completed application, DPS shall certify the free or reduced based on an application submitted by the appropriate school official, as permitted by the USDA guidance.

To ensure that households are aware of negative account balances and the potential to accrue meal debt, a school official will send out low balance notices prior to students needing to charge meals; when the student's meal account balance is at +\$10.00. This will ensure enough funds to cover the student's breakfast and lunch. School officials will notify and/or work with principals, school counselors, and/or teachers to understand the student and parent's situation and if a school meal application is needed. School officials will utilize email and/or text to notify parents of negative balances.

Daily notices will be sent home with the students; at the end of the school year notifying the parent or guardian of the amount needed to provide meals through the end of the school year.

When a student's meal balance is at -\$10.00, a phone call will be made to the parents and a free and reduced lunch application form will be offered to the parents. Every third day thereafter, an attempt will be made to contact the parents by phone and a letter with a form will be sent home with the student.

Schools do have the option of informing the parents or guardians that the students will have to bring cold lunch after a meal debt is \$50 or more. If the student forgets to bring cold lunch, meals will continue to be provided to the student.

Parents that enroll their child after the beginning of the school year should notify the school if they qualified for free and reduced meals at their prior school.

Conferences

Conferences may be scheduled at any other times during the school year at the request of parent(s) or guardian(s) or teachers. Conferences are an important means of communication between home and school. See page 3 for individual school conference dates and times.

Parent Advisory Council (PAC)

The Parent Advisory Council is a group, open to all parent(s) or guardian(s) with students in attendance, who meet regularly with the principal for several reasons: (1) to become updated and informed as to what is happening in the school program; (2) to provide feedback on parent or guardian concerns and questions; and (3) to keep the rest of the school population updated and informed.

This concept of a parent group adds a dimension to the parent's/guardian's role which includes: (1) the principal and staff have an obligation to keep parents notified; (2) parent opinion is important and will be considered; and (3) parent(s) or guardian(s) take on responsibility for disseminating information to the parent population.

Parent Volunteers

We are happy to have parents or guardians serve as volunteers in the school. There are many tasks that could be handled by a parent or guardian volunteer that would be rewarding to both volunteer and students. Criminal and Social Service background checks are required of all regularly scheduled volunteers.

Committees for Parental Involvement

The Dickinson Public Schools encourage parental involvement in educational decision making. Parent(s) or guardian(s) are invited to call their child's school or the Central Administration Office (456-0002) if they are interested in being part of any of the following committees:

- * Building Parent Advisory Committee (PAC)
- * District Technology Committee

- * District-wide Parent Advisory Committee
- * District Calendar Committee
- * District Wellness Committee
- * School Improvement Leadership Team
- * West Dakota Parent and Family Resource Center Advisory Board

School Visitations

Adults are welcome to visit the school or a specific classroom. The visit must be scheduled with the principal. Please do not bring preschool children with you when visiting your child's classroom. Visitors are required to check in at the office when coming into the building. Visitors needing additional information regarding visitation should review or request a copy of school board policy KAAA-Visitors in the School.

School Visitation by Non-District Students

These visitations are considered distracting and generally are discouraged. If they are approved by the principal, this visitation should be of short duration, not to exceed one-half day.

Rights of Custodial/Non-Custodial Parents

Without a court order showing sole guardianship, the school will treat both the custodial and non-custodial parent in the same manner, with reference to viewing and receiving educational records or information, the right to know in which school the child is in attendance, and the right to talk to his/her child during the school day provided that privilege is accorded to the custodial parent.

With a court order, grandparent(s) will be entitled to the privileges mentioned above provided either of the natural parents, regardless of custodial rights, consents to the release of educational records, information and visiting privileges to the grandparent(s).

School Social Worker Services

School social workers are strategically placed within the Dickinson Public School District in an effort to assist any child who may be struggling academically, emotionally, and socially. All Dickinson Public School employees, including school social workers, are legally mandated reporters who may file a report with the local social services agency should an allegation of abuse or neglect occur. Social workers may use assessment, intervention, and evaluation instruments that are evidence-based and consistent with the values of the National Association of Social Workers Code of Ethics when working with children. The social workers encourage parent(s) and/or guardian(s) to play an active role in their child's educational team, which may include a multidisciplinary team of professionals. Appointments may be made during the school day.

Helpful Hints

The following suggestions are included to develop the continuity of a home/school education. While the school's responsibility is the education of the child, this can best be successfully accomplished with the assistance of parent(s) or guardian(s), both in a supportive role and in an independent role.

- * Each child is unique. Accept the child's weaknesses and build upon the strengths.
- * Criticism breaks down the individual, while praise builds up the individual.
- * Take an active part in the education of your child by becoming familiar with the curriculum of the school.
- * Sleep is important. Nine to 10 hours of sleep is recommended for children in elementary school.

- * Breakfast is an important meal for nutrition and health.
- * Have your child read orally to you often. You can build upon comprehension skills by asking questions from the reading.
- * Please label boots, mittens, caps, jackets, and other apparel and school supplies.
- * Teach your child his/her full name, address, and telephone number.
- * Ask to see some of the work done at school.

ACBC-Use of Animals in District Schools and in Curricular Programs

The Dickinson Public School Board believes there are medical and physical dangers associated with allowing interaction with and/or use of animals in the educational program and in district schools. The Board, however, also recognizes that animals may be an effective teaching aid and/or their presence may be required to reasonably accommodate students and staff with disabilities.

Definitions

For purposes of this policy:

- *Disability* is defined in 28 CFR Part 35.108 with respect to an individual, as a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.
- *Service animal* is defined in NDCC 25-13-01.1 as any guide dog, signal dog, or other animal trained to do work, perform tasks, or provide assistance for the benefit of an individual with a disability. The term includes an animal trained to provide assistance or protection services to an individual with a disability, pull a wheelchair, lend balance support, retrieve dropped objects, or provide assistance in a medical crisis.
- *School property* means all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Use of Animals for Educational Purposes

Before a teacher may use an animal as part of the educational program or participate in an activity involving animals (e.g., a field trip) the teacher must submit a request to the building principal in accordance with administrative regulations. The principal shall consider such requests on a case-by-case basis based upon criteria established by the Superintendent.

Use of Service Animals by the Disabled

A qualified individual with a disability may be granted use of a service animal on school property, provided the work, or tasks performed by the service animal are directly related to the individual's disability. The Superintendent shall make such determinations on a case-by-case basis based on administrative regulations.

Student Conduct

Student Rules/Regulations

- *Morning Entry* - The school building will be open for early admittance during inclement weather; however, the children must stay in the area assigned by the principal. It is desirable that children do not arrive at school prior to 7:45 a.m.
- *Supervision*—There is no supervision at the elementary buildings prior to 7:40 a.m. or 1/2 hour after school is released.
- *Running* - Running in the school building hallways and classrooms is prohibited.

- *Telephone* - Use of the school telephone will be restricted to calls deemed necessary by a teacher, the secretary, or principal. Children will be called out of classes only on an emergency basis. Permission to play at a friend's house should be arranged in advance. All cell phones must be turned off at all times and stored in the student's backpack and/or locker.
- *Food* - Students are not permitted to chew gum, eat candy, or sunflower seeds in the building or playground at any time during the school day without teacher permission.
- *Leaving the School* - Students may not leave the school building or playground during the school day, unless written permission has been given by the parent(s) or guardian(s) and/or principal.
- *Dismissal Time* - Unless otherwise informed, students are to leave the building and the school grounds at dismissal time.
- *Restrooms* - Loitering or inappropriate behavior in the restrooms is not allowed.
- *Bus Area* - No play or boisterous activities will be permitted in the bus loading areas.
- *Hard Play Items* - No hard baseballs, bats, softballs, golf balls, or superballs will be permitted at school.
- *Bicycles* - Bicycles are not to be ridden on the playground at any time. All bikes are to be walked on to the playground and parked in the bike racks, if space is available.
- *Throwing Objects* - Throwing snowballs, rocks or other hard objects is forbidden.
- *Leaving Playground* - Students who remain at school for the noon hour are not to leave the playground without written permission from home.
- *Dangerous Toys* - Items or toys deemed dangerous to students by a member of the staff will be collected and returned to the parent(s) or guardian(s) of the student.
- *Rollerblades, Heelys and Skateboards* - Are not allowed on the playground or school building at any time, unless prior permission is granted by the principal.
- *Profanity* - Profanity (swearing) on school property will result in disciplinary action as determined by the building level principal and/or the school discipline policy.
- *Undesirable Behavior* - including bullying/harassment will not be tolerated and will result in disciplinary action as determined by the building level principal and/or the school disciplinary policy.

General Regulations

- *Dress Code* - Students are expected to maintain an appearance that does not detract from the educational program. Student dress should be modest and age appropriate. Clothing that displays offensive graphics or lettering or illustrates illegal drugs, alcohol, or tobacco products has proven to be disruptive to the school environment and are not acceptable. Likewise, clothing that is too revealing and/or sexually provocative is neither modest nor age-appropriate and is not acceptable. Tops must completely cover the stomach/midriff area and all undergarments. Tennis shoes or other appropriate gym shoes are required for safety reasons during physical education classes.
- *Damage Fees* - Students will be required to pay for destruction, defacement, or loss of school property. Replacement cost and normal wear will be taken into consideration on the items being assessed.
- *After School* - All students who are staying after school longer than 15 minutes will notify their parent(s) or

guardian(s) of the delay.

- *Deliveries to Students* – As per Board Regulation FECB-BR-The Dickinson School Board is committed to providing an effective educational environment which is conducive to learning at all levels. An essential ingredient of this environment is minimizing disruptions to the educational process during the school day. It is the philosophy of the Dickinson School Board not to permit the delivery of gifts to students in any school building during the normal school day.

Positive Behavior Support

School is important to a student's success in life; therefore, all people in a school should be treated with dignity and respect. The District has adopted a positive behavior support model to promote desired student behavior and believes the adults in a school bear the ultimate responsibility for making a school safe, civil, and productive. School personnel have high expectations for students, and students should receive positive feedback on their behavioral efforts. Our schools are structured for student success and the classrooms are structured to promote positive behaviors. Firm and clear limits for students are established and directly taught to students. Student misbehavior is corrected calmly and consistently. Addressing chronic student misbehavior is a collaborative responsibility involving the entire staff and parent(s) or guardian(s). Parent(s) or guardian(s) should be advised promptly when students begin to get into difficulty which might lead to suspension. Teachers design their own classroom management plans which conform to the positive behavior support model.

Student Conduct and Discipline (FF)

Conduct Standards

Students will conduct themselves in a manner fitting their age level and maturity and students will not impede on the orderly conduct of District schools. Additionally, students will respect the rights of others on District property, including, but not limited to, District owned/leased/chartered vehicles, at school-sponsored events, and off-campus when student conduct has, or is reasonably predicted to have, a substantially disruptive effect on District operations and/or the educational environment.

Disciplinary Standards

Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The Superintendent shall develop age-appropriate disciplinary standards in consultation with principals and other applicable District personnel. In addition, the Superintendent shall develop administrative regulations to assist administrators/their designees with investigating potential conduct violations.

Disciplinary policies, procedures, and guidelines need not be identical in content District wide but must:

1. Be consistent in content for all District elementary schools;
2. Be consistent in content for all District middle schools;
3. Be consistent in content for all District high schools.

Disciplinary Standards for Special Education Students

District employees are required to comply with the Individuals with Disabilities Act when responding to violations of student conduct standards by special education students.

Prohibited Disciplinary Actions

The Board recognizes that reasonable physical force may occasionally be necessary to guard the safety and wellbeing of students or employees or to deliver a student to an administrator's office; however, the use of corporal punishment, defined as the willful infliction of physical pain on a student, is not allowed in the Dickinson Public Schools Public School District. 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, for the preservation of order, or pain or discomfort caused by athletic competition or recreational activities voluntarily engaged in by a student.

Complaints alleging that a District employee inflicted corporal punishment will be dealt with in accordance with school board policy on personnel complaints.

Disciplinary Authority

Regulations on disciplinary standards and investigation procedures shall delineate the degree of disciplinary authority that the District shall grant to teachers and principals.

Other school personnel shall be granted disciplinary authority by the principal on a case-by-case basis based on the nature and scope of the employee's duties. Personnel granted such authority shall be required to comply with this policy and any disciplinary authority limits established by regulations. Employees unauthorized to administer student discipline shall report student misconduct to the appropriate school authority.

Any District employee who acts outside the scope of his/her assigned level of disciplinary authority may be subject to disciplinary action, including but not limited to, discharge from/termination of employment in accordance with law and/or the negotiated agreement.

Bullying Prevention Policy (ACEA)

The Dickinson Public School District is committed to providing all students with a safe and civil school environment in which all members are treated with dignity and respect. Bullying of or by a student or school staff member is against federal, state, and local policy and is not tolerated by the Board. Bullying behavior can seriously disrupt the ability of the District to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that students and school staff members shall not engage in bullying behavior while on school property.

Definitions

For the purposes of this policy:

- *Bullying* is defined in NDCC 15.1-19-17 as:

Conduct that occurs in 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 and which:

- (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - (2) Places the student in actual and reasonable fear of harm;
 - (3) Places the student in actual and reasonable fear of damage to property of the student; or
 - (4) Substantially disrupts the orderly operation of the public school; or
- a. Conduct received by a student while the student is in 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 and which:
 - (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - (2) Places the student in actual and reasonable fear of harm;
 - (3) Places the student in actual and reasonable fear of damage to property of the student; or
 - (4) Substantially disrupts the orderly operation of the public school.
 - c. Conduct received or sent by a student through the use of an electronic device while the student is outside a public school, off school district premises, and off school district owned or leased property and which:
 - i. Places the student in actual and reasonable fear of:
 1. Harm; or
 2. Damage to property of the student; and
 - ii. Is so severe, pervasive, or objectively offensive the conduct substantially interferes with the student's educational opportunities or substantially disrupts the orderly operation of the public school.

“Conduct” includes the use of technology or other electronic media (e.g. cyberbullying).

- *Electronic communication* is defined in NDCC 12.1-17-07(5) as a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.

- *Protected status* are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following statuses are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *School-sanctioned activity* is defined as an activity that:
 - a. Is not part of the District’s curricular or extracurricular program; and
 - b. Is established by a sponsor to serve in the absence of a District program; and
 - c. Receives District support in multiple ways (i.e., not school facility use alone); and
 - d. Sponsors of the activity have agreed to comply with this policy; and
 - e. 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* include all employees of the Dickinson Public School District, 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

A student or school staff member may not:

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

Reporting Procedures for Alleged Policy Violations

1. 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 them 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.

2. 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:
 - a. Completing a written complaint form (ACEA-E4). A complainant will have the option of including their name on this form or filing it anonymously. The District will place the form 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 or filed in a school building’s main office.
 - b. Complete and submit an online complaint form. A complainant will have the option of including their name on the form or submitting it anonymously.
 - c. File an oral report with any school staff member.

Bullying may be a repeated or, in rare cases, one-time exposure to deliberate, negative behavior by one or more individuals. Single incidents and conflicts between two or more individuals do not automatically constitute bullying behavior. Districts should investigate each situation to determine if the alleged behavior meets this policy's definition of bullying. If the misconduct does not meet this policy's definition of bullying, it may be addressed under other District disciplinary policies.

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

Documentation and Retention

The District shall develop a form to report alleged violations of this policy (ACEA-E3). The form should be completed by school staff when they:

1. Initiate a report of an alleged violation of this policy; or
2. Receive an oral report of an alleged violation of this policy.

The form should be completed by an administrator when they:

1. Initiates a report of an alleged violation of this policy; or
2. 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 (6) years after a student turns 18 years of age or graduates from high school, whichever is later.

Investigation Procedures

School administrators (i.e., a principal, an assistant superintendent, or the Superintendent) or the Board President, if the Superintendent is implicated, are required to investigate violations of this policy (as described 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 status—whether actual or perceived. Reports involving a protected status shall be investigated in accordance with the District's Nondiscrimination and Anti-harassment policy (AAC), 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 their relationship to the victim/alleged perpetrator; the ages of the parties involved; the detail, content, and context of the report; whether or not 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 no more than 60 days unless the administrator documents good cause for extending this deadline. Such documentation should be sent to the victim and alleged perpetrator during the investigation.

Reporting to Law Enforcement and Others Forms of Redress

Law enforcement must be notified by a school administrator or Board President if there is in reasonable suspicion that a bullying incident constituted a crime on or off school district property. Nothing in this policy shall prevent a victim/their family from seeking redress under applicable state and federal law.

Disciplinary and Corrective Measures

A student 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:

1. Require the student to attend detention.
2. Impose in-school or out-of-school suspension or recommend expulsion. Due process procedures contained in the District's suspension and expulsion policy shall be followed.
3. 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. Alternative placement of special education students will be handled in accordance with applicable policy.
4. Create a behavioral adjustment plan.
5. Refer the student to a school counselor.
6. Hold a conference with the student's parent(s) or guardian(s) and classroom teacher(s), and other applicable school staff.
7. Modify the perpetrator's schedule and take other appropriate measures (e.g., moving locker) to minimize contact with the victim.
8. If applicable, contact the administrator of the website or social media platform 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.

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 applicable law and/or policy.

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:

1. Additional training for all students and applicable staff on implementation of this policy and/or bullying prevention.
2. 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.
3. Assignment of District staff to monitor, more frequently, areas in the school where bullying has occurred.
4. Referral to counseling services for the victim and perpetrator.
5. 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.

Dissemination and Education

The District shall review and revise this policy as it determines necessary. A copy of this District bullying policy and any amendments must be filed with the Department of Public Instruction.

The District shall place this policy, in its entirety, in student and staff handbooks and ensure that it is explained and discussed with its students each school year. The District shall also develop and implement bullying prevention programs for all students and staff professional development activities. School administration may develop guidelines to assist students and staff with identifying bullying conduct.

Suspension and Expulsion (FFK)

Definitions

This policy defines the following:

- *School property* means all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored event or activity.
- *Suspension* includes out-of-school exclusion from classes, school property, and activities.
- *Dangerous weapon* as defined by NDCC 62.1-01-01.
- *Firearm* as defined by NDCC 62.1-01-01.

Suspension/Expulsion Authority

The Board hereby delegates to the Superintendent and each principal the authority to deal with disciplinary problems in their school, including suspension and recommendation for expulsion of a student. Suspension shall not be imposed beyond the maximum duration permitted by law.

The Board designates the Superintendent to serve as the hearing officer for expulsion hearings unless not qualified to serve as defined in Board regulations. In such cases, the Board shall appoint an alternative hearing officer. The hearing officer may expel a student for conduct that violates this policy after providing notice and a hearing as set forth in Board regulations. When the hearing officer is someone other than the Dickinson Public School Board, the student may seek a review of the hearing officer's expulsion decision by the Board based on the record of the hearing.

Expulsion shall not be imposed beyond the maximum duration permitted by law.

Conduct Subject to Suspension/Expulsion

Conduct, including but not limited to the following, exhibited while on school property, 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.
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 individual except in self-defense;
4. Possessing or transmitting on school property a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm;
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 defiance of proper authority;
7. Behavior that is detrimental to the welfare, safety, or morals of other students;
8. Truancy;
9. Offensive and vulgar language when it is obscene, defamatory, or inciteful to violence and disruptive of the educational process;
10. Threats of violence, bomb threats, or threats of injury to individuals or property;
11. Student behavior that is detrimental or disruptive to the educational process, as determined by the principal.

Information regarding the conduct subject to suspension or expulsion must ~~shall~~ be posted in a prominent place in each school and must be published in student handbooks.

Suspension or Expulsion of Students with Disabilities

Suspension or expulsion of students with disabilities must comply with the provisions of the Individuals with Disabilities Education Act.

The District is not required to refer a regular education student who has been suspended or expelled for violation of

school rules and/or District policy for special education assessment and evaluation to determine if such a student might have a disability. A suspended regular education student is not entitled to the reinstatement of school privileges pending any assessment and evaluation that is to be made during the term of the student's suspension.

Safety and Security

Safety

As a community, we are concerned about the safety of our children. Dickinson Public Schools and the **Dickinson Police Department** are requesting parent(s) or guardian(s) and children to please cooperate by teaching and adhering to the following safety tips:

- * Select the safest route to school
- * Teach safe walking habits
- * Cross at crosswalks
- * Avoid unsafe roadways
- * Young children should not walk alone
- * Set a good example
- * Stay away from high-traffic areas
- * **Pull over to the side of the street where the school is located for loading and unloading**
- * **Do not double park when loading and unloading children**
- * Safe bus behavior is good behavior
- * Follow the rules of the road
- * Choose a safe cycling route
- * Park bikes in bike racks
- * Stay a safe distance from the curb until the bus comes to a complete stop and the doors open
- * Use student loading zones
- * Schools will provide fire drill and tornado alert procedures
- * Above all - obey all regulation signs

The importance of abiding by the rules, regulations, signs, and keeping safety in mind at all times cannot be overemphasized, as they are there for a purpose – **the safety of our children and motorists alike.**

Lockdowns

During a lockdown no person, with the exception of an official, will be allowed to leave or enter a Dickinson Public School District Building. Lockdowns are initiated to protect students and staff by limiting individuals with unknown intentions from entering the building. In some instances, an outside threat may not be identifiable and allowing parent(s) or guardian(s) or the public into the building would place our students and staff at a risk. During a lockdown administrative staff are engaged in protecting the building from possible inside or outside threats. Please do not attempt to contact the individual school or pick up your child during a lockdown. We understand this may cause an inconvenience, but our hope is you will understand that we have not only your child's safety but hundreds of other children's safety at our interest.

Emergency Closing Procedure

If there is any doubt about school being open or closed, parents/guardians are asked to listen to radio stations KDIX 1230 AM, KLTC 1460 AM, KDXN 105.7 FM, KCAD 99.1 FM, and KXDI 94 FM. The message (automated telephone, email, text message system) will be activated should weather conditions warrant the closing of schools or early dismissal. Residents are requested not to telephone the school office or the Central Administration Offices when weather is bad. Too many calls tie up vital phone lines, making it difficult to keep everything running smoothly. Telephone messages from SwiftK12 will show as caller ID 701-456-0002, text from 995-38, and email will have the SwiftK12 emblem.

In the event of other emergencies not related to weather that might require the schools to close or be evacuated during the school day, all District staff will follow the steps outlined in the District Emergency Procedures Manual to ensure the safety and well-being of all children in the schools.

Weather Guidelines

Decisions on whether students are to go outside are based on the guidelines listed below. (Guidelines apply to rainy, windy and cold weather conditions.) Before School:

- * When the temperature and wind chill are above zero, students will be sent outside.

- * When the temperature and wind chill are between zero and -10 degrees, students will be sent to gym until 7:50.
- * When the temperature and wind chill are lower than -10 degrees, students will stay in the gym. Recess (short recess and noon recess):
- * When the temperature and wind chill are above -10 degrees, students will be sent outside.
- * When the temperature and wind chill are below -10 degrees, students will stay in their classrooms.

Students who have an excuse because of illness, coughs or colds will be allowed to remain indoors during recess provided they have a note from parent or doctor. (Notes must be dated and signed.) The note will be valid for only one week or less.

Parents, please check for appropriate dress before your student leaves for school. Students are expected to bring appropriate headgear, gloves and coats. Snow pants and snow boots are not required, but are highly recommended; however, if your child(ren) wish(es) to play in the snow, snow boots and snow pants are required. Be prepared for North Dakota's changing weather conditions.

Children's Internet Protection Act (CIPA)

Schools applying for e-rate funds must have a technology protection measure in place that blocks or filters internet access. This filter may be disabled for bona fide research for adults. The policy must include monitoring the online activities of minors.

The internet safety policy must address:

- * access by minors to inappropriate matter
- * safety and security with email, chatting on the internet, etc.
- * unauthorized access
- * unauthorized disclosure
- * measures to restrict minors' access to materials that are harmful to minors

This measure is necessary for e-rate funding and Title III of the ESEA and Library Services and Technology Act funds.

Sendit Technology Services (STS), our internet service provider, provides filtering to our school district with 8e6 Technologies Hardware (formerly X-Stop). The URL database is updated daily. This filter prevents students from accessing websites that are not consistent with K-12 curriculum.

The categories blocked are: alcohol, anarchy, chat, criminal skills, cults, drugs, gambling, hate groups, obscene and tasteless sites, personal ads, pornography and public web proxies. The filtering policy can be found on the STS web site: <http://www.sendit.nodak.edu>.

Nondiscrimination and Anti-Harassment Policy (AAC)

General Prohibitions

The Dickinson Public Schools is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's or employee's race, color, religion, sex, gender identity, sexual orientation, national origin, ancestry, disability, age, marital status, or other status protected by law. The District also provides equal access to the Boy Scouts of America, AKA: Scouts BSA, and other designed youth groups, as required by federal law.

It is a violation of this policy for any District student, parent, guardian, employee, or third party to discriminate or harass against another District student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. The District will not tolerate discrimination or harassment of a District student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate any discrimination, harassment or retaliation complaint and act on findings as

appropriate, which may include disciplinary measures such as, termination of employment or expulsion in accordance with Board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.

Definitions

- * *Complainant* is the individual filing the complaint, If the complainant is not the victim of the alleged discrimination and/or harassment the victim must be afforded the same rights as the complainant under this policy and regulation AAC-BR.
- * *Disability* is defined in accordance with N.D.C.C. § 14-02.4-02 (5).
- * *Discrimination* means failure to treat an individual equally due to a protected status.
- * *Protected status* shall include the statuses identified above, along with any other status protected by applicable state and federal laws.
- * *Employee* is defined in accordance with N.D.C.C. § 14-02.4-02 (7).
- * *Harassment* is a specific type of discrimination based on a protected status. It occurs under the following conditions:
 - a. For employees, when enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable individual would consider intimidating, hostile, or abusive
 - b. For students, when the conduct is sufficiently severe, persistent, or pervasive so as to limit student's ability to participate in or benefit from the education program or to create a hostile or abusive education environment.
- *Section 504* (Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.
- * *Sexual harassment* is a form of harassment based on sex, sexual orientation, or gender identity. It is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature when:
 - a. It is quid pro quo, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of the basis for employment decisions or educational decisions or benefits for students (e.g., receiving a grade).
 - b. It creates a hostile environment meaning unwelcome sexual conduct or communication that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the school's program(s). For employees a hostile environment is created when submission to unwelcome sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- * *Sexual harassment examples*-include:
 - a. sexual or "dirty" jokes;
 - b. unwelcome sexual advances;
 - c. requests for sexual favors;
 - d. sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature, including unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - e. displaying or distributing of sexually explicit drawings, pictures, and written materials;
 - f. graffiti of a sexual nature;
 - g. sexual gestures;
 - h. touching oneself sexually or talking about one's sexual activity in front of others;
 - i. spreading rumors about or rating other's sexual activity or performance;
 - j. remarks about an individual's sexual orientation; or
 - k. sexual violence including, rape, sexual battery, sexual abuse, and sexual coercion.

- *Title II* of the Americans with Disabilities Act extends the prohibition on discrimination established by Section 504 to all services, programs, and activities of State and local government entities.
- *Title IX* is a federal law that protects people from discrimination, based on sex, in education programs or activities that receive federal financial assistance.

Complaint Filing Procedure

The Board shall create an informal and formal discrimination and harassment complaint filing procedure in Board regulations AAC-BR. The procedure provides for an impartial investigation free of conflicts of interest. Nothing in this policy or in the discrimination and harassment grievance procedure prevents an individual from pursuing redress through state and/or federal law.

Confidentiality

An individual wishing to file an anonymous discrimination and/or harassment complaint must be advised that confidentiality may limit the District's ability to fully respond to the complaint and that retaliation is prohibited. The appropriate grievance coordinator (Title IX, 504, Title II) shall perform a confidentiality analysis to determine when a request for confidentiality cannot be honored due to safety reasons or the District's obligation to maintain a nondiscriminatory educational environment. The complainant must be notified in writing of the confidentiality analysis outcome. A discrimination or harassment investigation report is subject to the open records law after 60 days or when the investigation is complete, whichever comes first, with limited exceptions such as when the record is protected by FERPA.

Complaint Recipients

If any District employee receives a discrimination or harassment complaint, the employee shall forward it to the appropriate grievance coordinator. All District employees must receive training on their reporting duties.

Policy Training and Dissemination

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall publish this policy in all student handbooks and employee policy and procedures manual.

Grievance Coordinator

The Title IX Coordinator's responsibilities include overseeing the District's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title IX, of the District's policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The board designates the Human Resources Director as the Title IX Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

The 504/Title II Coordinator's responsibilities include overseeing the District's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the District's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any report or complaint raising 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Director of Student Services as the 504/Title II Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

All other complaints other than Title IX, 504, or Title II shall be referred to the Human Resources Director.

The Title IX, 504/Title II, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training will include (1) the definition of discrimination, harassment, and retaliation; (2) the handling of complaints under the Discrimination, Harassment and Retaliation Grievance Procedure (AAC-BR); and (3) the applicability of confidentiality requirements.

Discrimination, Harassment, and Retaliation Grievance Procedure (AAC-BR)

The following procedure is designed to resolve discrimination, harassment, and retaliation complaints by and against District students, parents, employees, and third parties, as described in Board policy, coded AAC, in a prompt and equitable manner. Board policy requires all students and employees to fully cooperate when asked to participate in a discrimination, harassment, or retaliation investigation. The procedure contained in this regulation supersedes the District's policies regarding complaints about personnel and bullying.

Retaliation Prohibited

The District prohibits retaliation for an individual's participation in and/or initiation of a discrimination and/or harassment complaint investigation, including instances when a complaint is not substantiated. The consequences for violating this prohibition are delineated in the Nondiscrimination and Anti-Harassment Board Policy, coded AAC.

Complaint Filing Format and Deadlines

A complaint may be filed verbally or in writing and should be filed as soon as possible after the discrimination, harassment, or retaliation allegedly occurred. Delays in filing a complaint may cause difficulties in the investigation.

With Whom Complaints May Be Filed

A complaint may be filed with any District employee. District employees are required to report any discrimination, harassment, or retaliation to the appropriate grievance coordinator (Title IX, 504, Title II when they knew (e.g., received a complaint, directly observed it) or should have known it was occurring (e.g., overheard students talking about an incident, saw discriminatory or harassing graffiti or vandalism on school property). Complaints other than Title IX, 504, or Title II shall be referred to the Human Resources Director. Failure by a District employee to report under this regulation may result in disciplinary action.

Initiating Complaint Resolution Procedure

After receiving a discrimination, harassment, and/or retaliation complaint or gaining knowledge of potentially discriminatory and/or harassing conduct, the appropriate grievance coordinator shall contact the complainant, determine if an informal or formal investigation is appropriate, and determine if the complainant requests confidentiality. Requests for confidentiality must be handled in accordance with policy AAC.

Prohibition on Meeting with the Accused

At no time during the informal or formal resolution process shall the complainant be required to meet with the accused. If the appropriate grievance coordinator assigned to conduct or oversee the investigation is the accused, the Superintendent, or Board President (if the Superintendent is the accused) shall designate a different individual (which may be a third party) to carry out the accused's responsibilities associated with the investigation.

Third-Party Assistance

A school official responsible for conducting or overseeing discrimination, harassment, and/or retaliation investigations is authorized to receive assistance from the District's legal counsel throughout the process.

Investigation Timeframes

The informal resolution procedure must be completed within 30 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator, unless the investigator documents reasons for delays and communicates these reasons to the complainant and accused.

The formal resolution procedure must be completed within 60 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator or a complainant or accused terminating the informal complaint procedure, unless the investigator documents reasons for delays and communicates these reasons with the complainant and accused. Acceptable reasons for delays include extended school breaks when witnesses are not available, and complex cases involving multiple witnesses.

Interim Measures

Pending the final outcome of an informal or formal resolution, the District shall institute interim measures to protect the complainant and inform him/her of support services available. Interim measures may include a District-enforced no contact order, schedule changes, academic modifications for the complainant, and/or school counseling for the

complainant These interim measures should have minimal impact on the complainant. If the accused is a student, interim measures should also take into consideration the accused student's educational rights.

Informal Resolution Procedure

This procedure may only be used when mutually agreed to by the complainant, the accused and the appropriate grievance coordinator. This procedure may not be used when the alleged discrimination, harassment, and/or retaliation may have constituted sexual violence or any other crime. The formal resolution procedure must be used whenever the informal procedure is not permitted.

During the informal resolution process, the investigator shall gather information necessary to understand and resolve the complaint. Based on this fact-gathering process, the investigator shall propose an informal resolution, which may include requiring the accused to undergo training on discrimination, harassment, and/or retaliation, requiring all students and employees to undergo such training, instituting protection mechanisms for the complainant, and/or holding a formal meeting with the accused to review the nondiscrimination and anti-harassment policy, coded AAC, and discuss the implications of violating it. Both the complainant and the accused must agree to the informal resolution before it can be instituted.

The appropriate grievance coordinator shall monitor the implementation and effectiveness of the informal resolution procedure and initiate the formal resolution procedure if discrimination, harassment, and/or retaliation persists. Both the complainant and the accused have the right to terminate the informal resolution procedure at any time to pursue a remedy under the formal resolution procedure.

Formal Resolution Procedure

This procedure must be used whenever the informal resolution procedure is not used.

Whenever alleged discrimination, harassment, or retaliation may have constituted a crime, the Superintendent should contact law enforcement and enter into a memorandum of understanding concerning sharing of evidence and coordination of the investigation. However, the District shall proceed with its investigation and this resolution procedure, regardless of the criminal investigation or outcome.

The fact-gathering portion of the investigation must be carried out or overseen by the appropriate grievance coordinator and must consist of interviews with the complainant, the accused, and any others who may have witnessed or otherwise have knowledge of the circumstances giving rise to the alleged complaint and may involve gathering and review of information relevant to the complaint. Both the complainant and accused will have equal opportunity to present evidence and name witnesses. Witnesses must be instructed not to discuss this matter with others except proper authorities.

The fact-gathering portion of the investigation must be completed as soon as practical

Investigation Report:

After the fact-gathering process is complete, under the formal resolution procedure, the appropriate grievance coordinator shall complete a written report containing a determination of whether allegations were substantiated, whether the nondiscrimination and anti-harassment policy (AAC) was violated, and recommendations for corrective action, if any. The appropriate grievance coordinator shall assess if discrimination, harassment, and/or retaliation "more likely than not" occurred based on the following criteria:

- 1) Whether evidence suggests a pattern of conduct supportive of disproving the allegations of discrimination, harassment, and/or retaliation;
- 2) Whether behavior meets the definition of discrimination, harassment, and/or sexual harassment as defined in Board policy AAC;
- 3) Ages of the parties involved;
- 4) Relationship between the parties involved;
- 5) Severity of the conduct;
- 6) How often the conduct occurred, if applicable, and;
- 7) How the District resolved similar complaints, if any, in the past.

The investigation report must indicate if any measures are to be instituted to protect the complainant. Such measures may include extending any interim protection measures taken during the investigation. The report must also inform

the complainant of support services available, which at a minimum must include offering school counseling services if the complainant is a student.

The investigation report must contain a monitoring plan to evaluate the effectiveness of the resolution and help prevent recurrence.

Disciplinary Action

Any disciplinary action must be carried out in accordance with Board policy, law, and, when applicable, the negotiated agreement.

The appropriate grievance coordinator along with the principal shall determine if a recommendation for expulsion for an accused student should be made.

The appropriate grievance coordinator along with the District Superintendent shall determine if a recommendation for discharge for an accused employee should be made.

If this recommendation is made and a hearing is required, the hearing must be held in accordance with District policy and law.

Both the complainant and accused shall have an equal right to attend the hearing, have a representative and parent(s) or guardian(s) (if student) present, present evidence, and question witnesses.

The complainant may choose to appoint a representative to participate in the hearing in his/her stead.

Notice of Outcome

Both the complainant and the accused must be provided written notice of the outcome of the complaint.

Nothing shall prevent the parties from seeking judicial redress through a court of competent jurisdiction or through any applicable state or federal complaint procedures.

Investigation Materials

Investigation materials must be retained by the appropriate grievance coordinator for at least six years.

Complaint Recipients

If any District employee receives a discrimination or harassment complaint, the employee shall forward it to the appropriate grievance coordinator. All District employees must receive training on their reporting duties.

Policy Training and Dissemination

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall publish this policy in all student handbooks and employee policy and procedures manual.

Grievance Coordinator

The Title IX Coordinator's responsibilities include overseeing the District's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title IX, of the District's policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Human Resources Director as the Title IX Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

The 504/Title II Coordinator's responsibilities include overseeing the District's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the District's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any

report or complaint raising 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Director of Student Services as the 504/Title II Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

All other complaints other than Title IX, 504, or Title II shall be referred to the Human Resources Director.

The Title IX coordinator, 504/Title II coordinator, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training shall include:

1. The definition of discrimination, harassment, and retaliation.
2. The handling of complaints under the Discrimination, Harassment, and Retaliation Grievance Procedure (AAB-BR); and
3. The applicability of confidentiality requirements.

Dickinson Public Schools Curriculum

Curriculum

The following outline lists the curriculum and the textbooks used in each curricular area.

* Reading, Writing, Phonics, Spelling

Writing Workshop

-Lucy Calkins Units of Study (Grades K-5)

Reading Workshop

-Lucy Calkins Units of Study (Grades K-5)

Phonics - Benchmark Workshop (K-1)

Word Study / Spelling - Words Their Way (Grades 2-5)

Handwriting Without Tears (Grades K-4)

* Mathematics

- Eureka Math,

* Science/Health

Amplify Science

- Team developed resources and materials

* Social Studies

- Trade books and multiple resources (Grades K-3)

- Harcourt Social Studies (Grades 4-5)

- North Dakota Studies (Grade 4)

* Fine Arts

- Music Play 2014

- Art

* Technology

Technology will be integrated into the existing curriculum for all students in grades K-5.

-Google Classroom

-Seesaw

* Counseling Program(s)

The Second Step Program approaches drug prevention through the areas of developing a positive self-concept, learning how to use value clarification, and developing decision-making skills.

-Mind Up

-5th Grade D.A.R.E.

* Gifted/Talented

The goal of Dickinson Public Schools' gifted and talented program is to provide a differentiated and

enriched academic environment for students with advanced learning abilities through a Levels of Service model. This program will utilize instructional methods and materials designed to develop thinking processes that enhance independent study and personal effectiveness.

* Changing Program

The Changing Program has been incorporated into the health program providing information about the physical and emotional changes children are or will be experiencing during puberty (Grades 5-6). This program includes parental meetings.

Physical Education

Proper athletic footwear is required. For safety purposes a secure, non-slip, non-marking shoe is preferred. One pair of shoes is sufficient as long as they are clean.

If girls wear a dress or skirt, a pair of shorts should be worn underneath.

If there is a good reason for a student not to participate in physical education class, a note signed by the parent or guardian should be sent to the physical education specialist. Extended excuses, five consecutive days, must be signed by a doctor.

Homework

The school endorses purposeful homework. Homework requirements should be meaningful, enhance, and/or supplement classroom learning. Homework may be assigned in elementary grades and must be reasonable for each grade level. To be reasonable, such work should cover known processes or skills without involving special instructions.

Student Progress

Report Cards

Dickinson Public Schools use a standards-based report card in grades K-5. Standards-based report cards provide information to parent(s) or guardian(s) and students regarding the student's progress towards end-of-year expectations on essential learning targets or standards for different subjects. The feedback provided on the report card provides information indicating what the student has learned, or is able to do. This provides a clear picture of grade level expectations for student learning and student progress during the year. Report cards are issued each trimester.

Parent(s) or guardian(s) and students in grades K-5 may access student grades online through the PowerSchool electronic student information system. For general information about using web access, visit the District wide website at www.dickinson.k12.nd.us and click on the PowerSchool Parent Access link.

Grades will be placed in each student's permanent school file. School grades and other related personal information concerning a student are considered confidential. Only those who have a legal right to know such confidential information will have access to the school records.

Assessments

- North Dakota State Assessment (Grades 3-5)
- NWEA (Northwest Evaluation Association-Grades K-5)
- NAEP Test (National Assessment of Student Progress-Grade 4)
- ESGI-Kindergarten
- Benchmark Assessment (Grades K-5)

Promotion/Retention

A student's achievement of the skills for the grade to which he/she is assigned and his/her readiness for work at the next grade level shall be considered before he/she 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, teacher observation of student performance, and attendance records.

Student Services

Dickinson Public Schools offer a variety of special services to assist in the education of each individual child. Parent(s) or guardian(s), teachers, administrators, and specialists meet to formulate educational plans that can best meet the needs of individual students.

Services include:

- Title I
- Special education services available for students with disabilities
- Counseling
- Enrichment for special talents
- Homebound/hospital
- 504 Accommodations

Homebound/Hospital Instruction

The Dickinson Public School District will provide one hour per day homebound or hospital instruction if a student is out of school for a week or longer. It is required that a parent or guardian, or other adult arranged for by the parent or guardian, be present in the home while homebound instruction is being provided. Homebound or hospital instruction will be considered in the following situations:

- * A child has an operation or condition which requires home bound instruction longer than a week;
- * A student's condition relapses requiring periodic excused absences from school. Arrangements will be made to match home instruction to the needs of the student;
- * If a student is hospitalized in another North Dakota city or out of state, arrangements will be made with

the school district where the hospital is located to provide hospital instruction. This instruction will be paid by the Dickinson Public School District.

To receive homebound or hospital instruction, a statement from a physician must accompany the request. The statement from the physician must indicate the medical condition that warrants homebound/hospital instruction and the length of time that the student will need to be homebound/hospitalized. If the medical condition is long-term, an updated statement from the physician must be submitted to the building administrator each school quarter in order for the homebound/hospital instruction to continue. This updated statement must indicate the continuation of the medical condition and continued need for homebound/hospital instruction.

A parent or guardian should contact the principal to give needed information regarding the student's condition. The principal will contact the Director of Student Services who will make arrangements for the homebound or hospital instructional program. The final approval of this service will be made by the Director. Please contact the Director of Student Services at the Central Administration Office with any questions (701-456-0002).

Kindergarten

As per Century Code, the Dickinson Public School Board has established kindergarten in its schools according to law. Attendance is not compulsory but is highly encouraged. N.D.C.C. §15-47-01 states a child must have attained the age of five prior to August 1 to attend kindergarten. An early entrance test may be scheduled for exceptional cases; however, in no case may a child enter if the child has not reached the age of five prior to December 1 of the school year.

The Dickinson Public School District provides full day, every day Kindergarten.

Curriculum/Programs:

- * Social/Emotional Growth
 - Development of self-concept
 - Maturity
- * Cognitive Development
 - Language experiences
 - Reading
 - Writing
 - Math skills
 - Science experiences
- * Physical Development
 - Gross motor skills
 - Fine motor skills
- * Creativity
 - Music
 - Drama
 - Art

Transportation

Transportation

The school bus routes and bus fees are established to help cover the cost of the total busing program for students residing within the Dickinson Public School District. Parent(s) or guardian(s) with children riding in-town and rural bus must sign a written contract and pay the fees prior to the start of bus service. Information regarding busing transportation for students is available by contacting the Administrative Assistant for Transportation at 701-456-0002, extension 2.

In-town bus service is available for all middle school students. In-town bus service is available for **some** elementary and high school students who reside within the city limits for a fee. District transportation is **not available** for elementary and high school students living within the walk-in zone. Information regarding walk-in zones is available by contacting the Bus Barn at 701-456-0003 or visiting the District website at <http://www.dickinson.k12.nd.us/transportation-information/>.

The parent(s) or guardian(s) of children who are not eligible for the in-town bus service or the rural transportation services are responsible for transporting their child(ren) to and from school. An exception may be for certain situations involving special education children when the student is placed outside their neighborhood school. Specific services and legal obligations are available through the Director of Student Services office by calling 701-456-0002.

School Bus Handbook

The guide for rules and regulations regarding busing for in-town, rural, field-trips, and activities are posted on the following website: <http://www.dickinson.k12.nd.us/transportation-information/>. Paper copies are also available, upon request, at the Dickinson Public Schools Central Administration Offices.

Health and Nutrition

Health

Good health is an important factor in a child's educational development. A healthy child will have better attendance, avoid lost instructional time, and be more receptive and alert in the classroom. A daily schedule that provides regular and adequate rest and diet is perhaps the major contribution that can be made to maintain a child's health.

Proper clothing, especially during the winter season, is also an important factor in maintaining good health.

Immunization

The 1979 North Dakota Health Immunization Law requires that no child will be admitted to kindergarten, elementary school, middle school, or high school unless he/she has a Certificate of Immunization on file at the school or submits one prior to admission. The law, which became effective July 1, 1979, requires that the certificate be signed by a physician or local public health department representative and be presented to the school officials by the parent(s) or guardian(s) of the child. The Certificate of Immunization states that the child has been vaccinated against diphtheria, pertussis, tetanus, measles, rubella, mumps, polio, hepatitis B, and varicella (chicken pox), and meningococcal if applicable.

Two doses of chicken pox vaccine is required of children attending grades K-11. One dose of the chicken pox vaccine is required for children attending grade 12. A physician signature is required for a history of disease exemption. A student must receive meningococcal, tetanus, diphtheria, and pertussis (Tdap) vaccine before being admitted into grades 7-12. Starting in 2018-2019, children are required to have a second dose of MCV4 before attending grades 11-12.

The law does allow exemptions for medical, philosophical, moral, or religious beliefs. Medical and History of Disease Exemptions require a certificate signed by a physician. When there is a danger of an epidemic from any of the communicable diseases for which immunization is required, those children who are not adequately immunized, including children exempt, will be excluded from school until the danger of the epidemic is over.

If a student is not up-to-date or has not submitted an immunization record by October 1st or 30 days after enrollment if enrolled after October 1st the school is required to exclude the student until the requirements are completed.

For complete details regarding the North Dakota School Immunization Requirements, please visit the North Dakota Department of Health's website.

Medication

By law a student who has been diagnosed with asthma or anaphylaxis may possess and self-administer emergency medication for the treatment of such conditions provided the student's parent(s) or guardian(s) files with the school a document that is signed by the student's physician and which:

*Indicates that the student has been instructed in the self-administration of emergency medication for the treatment of asthma or anaphylaxis;

*Lists the name, dosage, and frequency of all medication prescribed to the student for use in the treatment of the student's asthma or anaphylaxis; and

*Includes guidelines for the treatment of the student in the case of an asthmatic episode or anaphylaxis.

Neither a school district nor any employee of the District is liable for civil damages incurred by a student who administers emergency medication to himself or herself, or an individual because a student was permitted to possess emergency medication.

Parent(s) or guardian(s) shall make every effort to have medication administration times set for time periods other than school hours. When this is not possible, the Dickinson Public School District staff may assist in the administration of medication during school hours. The Dickinson Public School District retains the right to refuse to administer medications or provide other medical treatments. In no case should a staff member recommend or prescribe, nor require medication as a condition of attending school.

No prescriptive or non-prescriptive medicine will be allowed in school unless the stated procedures are followed:

- No prescription or nonprescription medication will be administered by school personnel unless authorized by a parent or guardian or prescribed by a licensed prescriber, and an authorization form is signed by a parent or legal guardian and if required, a health care provider. (ACBD-E1, E2, E3, and E4)
- Prescription medication must be in a container with a label prepared by a pharmacist. Nonprescription medication must be in the **original container** labeled with the student's name and dosage. Prescription and nonprescription medications must be hand delivered to the school personnel by the parent or guardian.
- Medications are to be properly labeled with student's name, name of medication, dosage amount, frequency of administering, name and telephone number of pharmacy, prescription number, and doctor's name.
- School personnel will keep a separate record of administering medication, noting date, time, and initials of person administering the medication.
- The parent or guardian is to make the school personnel aware of any side effects and who to notify in case of emergency.
- Any change in type or amount of medication must be approved by a parent or guardian (a new approval form must be signed and completed.)
- A form to authorize the administration of medication must be signed by parent or guardian and kept in the school office and updated annually.

First Aid/Accidents (ACAC)

In the event an accident occurs within the school, or a student or other individual becomes suddenly ill, the responsibility of the school personnel is to provide emergency care, notify parent or guardian and, in serious instances, summon necessary medical care.

The Board encourages its faculty and staff to become trained in first aid. First aid will not include treating infections or administering medicine except when special authorization for a particular student has been granted. Minor cuts

and bruises may be treated.

In the event a child becomes acutely ill or is seriously injured during school hours, the school will inform the parents/guardian, who will make the decision whether to pick up the child at the school or meet the child at the hospital. If the school is unable to reach the parents or if they choose to meet the child at the hospital, the child may be transported by school personnel or by ambulance at the discretion of the principal or his/her designee. If the school is unable to reach the parents, an attempt will be made to contact the child's personal physician as designated on the student's record. The District's policy and regulations on concussion management shall supersede any District emergency response policies/regulations when the concussion management policy/regulations are applicable.

Allergy Aware School

There are children attending Dickinson Public Schools who have life-threatening allergies to peanuts and tree nuts. The teachers and staff strive to provide a safe environment for all students. Therefore, your cooperation is requested to avoid exposure of these allergens to students. Please avoid sending any snacks or lunch items containing peanuts, peanut oils and/or tree nuts with your child to school. Parent(s) or guardian(s) should read labels before sending foods with their child to school. If your child has eaten peanuts/nuts before coming to school, please be sure your child's hands and face have been thoroughly washed before entering school. Available at the school, and to parent(s) or guardian(s) upon request, is a list of healthy alternative snack suggestions.

School Lunch/Breakfast/Milk Programs

The school lunch/breakfast program will serve well-balanced meals for students who wish to eat at school. Any amount of money may be credited to a child's meal account. The Accu-Scan will deduct the cost of the meal whenever the child has a meal. Students who bring their lunch from home will eat with their class in the cafeteria.

Free/reduced price lunch applications are available in the school office and **year around at** the Central Administration Offices.

Breakfast and lunch is available to students in all elementary schools. We are an offer vs. serve school district. The goals of offer vs. serve are to reduce plate waste and to encourage more food choices. It is a way to avoid forcing students to take food they do not intend to eat.

At lunch, students are offered:

- Meat or Meat Alternate - minimum daily required amounts are one ounce for grades K-8.
- Whole Grain Bread or Bread Alternate - minimum daily required amounts are one ounce for K-8.
- Milk - 8 oz. per day (three choices).
- Fruit daily amount required to be offered is 1/2 cup for grades K-8.
- Vegetable daily amount required to be offered is 3/4 cup for K-8.

All five required food components are offered to all students to meet recommended calories at each grade level.

For a meal to be counted as a reimbursable meal, students must take at least three of the five food items that are offered. A student must select at least 1/2 cup of fruit or vegetable or a mixture.

At breakfast, students are offered:

- Milk - 8 oz. per day (two choices).
- Fruit - 1 cup per day (juice may be offered to meet up to one-half of the weekly fruit requirement – 5 cups).
- Bread (whole grain) - minimum of 1 oz. per day.

Students must take three food items and one food item must be at least 1/2 cup fruit to be counted as a reimbursable meal.

A milk-break program is available to all students at a cost based on current rates. Check with the school office for payment methods. Participating students receive one cup of milk daily. The milk program is not covered by the free/reduced lunch application.

Policies

Model Notification of Rights under FERPA for Elementary and Secondary Schools (FGAE2)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected in accordance with Board regulation FGA-BR.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Also, federal law permits a school district to identify certain information as "directory information" which may be released publicly without permission of the parents/guardians. The District identified this information as the following: student's name, address, telephone listing, photographs, date and place of birth, major field of study, dates of attendance, grade level, electronic personal identifier, institutional electronic mail address, participation in officially recognized activities and sports, weight and height of athletes, degrees, honours and awards received, and the most recent educational institution attended. If you do not want this information released, please contact the principal within five school days from the date this student handbook is received.

Disclosure of PII without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, as defined in #3 above, within the educational agency or institution whom the school has determined to have legitimate educational interests. This may include contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
5. To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to: develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. (§99.31(a)(6))
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
11. Information the school has designated as "directory information" under §99.37. (§99.31(a) (11))

ACE-Violent and Threatening Behavior

Threatening Behavior

A true threat is a statement made orally, in writing, or using another medium that would be perceived by a reasonable person to be a serious expression of intent to harm, commit assault, or damage school property.

Reporting

Any student or employee who has knowledge of a threat shall promptly report it to the building principal or Superintendent. Failure to report a known threat may result in disciplinary consequences up to and including suspension for students and termination of employment for staff in accordance with policy, law, and, when applicable, the negotiated agreement.

Threat Assessment

Upon receipt of a threat report, the building principal shall promptly contact the Superintendent. The

Superintendent shall determine if the report constitutes a true threat as defined above and if, given the nature of the threat, it should be handled internally or turned over to law enforcement. The Superintendent shall make these determinations based on, but not limited to, the following criteria:

1. The detail, specificity, context, and content of the threat;
2. The amount of disruption the threat has caused or may cause to the educational environment;
3. Whether or not the Superintendent can identify the source of the threat; anonymous threats may be turned over to law enforcement;
4. When the source of the threat can be identified, the Superintendent shall consider, to the extent possible, the individual's:
 - a. State of mind;
 - b. Relationship with peers;
 - c. Age;
 - d. Domestic life;
 - e. Ability to carry out the threat (e.g., access to weapons);
 - f. Past behavior.
5. If any laws have been violated;
6. The identity and potential motives of the individual reporting the threat.

The threat assessment may involve interviews with District staff, students, and parents. The Superintendent may, in accordance with the Family Educational Rights and Privacy Act and other applicable records laws, release threat assessment findings to law enforcement when deemed necessary.

When law enforcement and/or the Superintendent, having considered the totality of the facts obtained through the threat assessment, verifies that a threat is true, the District shall take necessary and timely measures to safeguard students, staff, and District property.

Disciplinary Consequences for Threatening Behavior

1. **Regular Education Students:** A student who is found to have made a true threat will be subject to disciplinary measures, including, but not limited to suspension and/or expulsion. When deemed to be a necessary safety precaution, the District may require alternative placement or appoint supervision during the periods of suspension and/or expulsion for threatening behavior.
2. **Special Education Students:** Special education students found to have made a true threat will be disciplined in accordance with applicable policies and laws pertaining to the discipline of special education students.
3. **Staff:** Employees found to have made a true threat shall be subject to disciplinary consequences up to and including termination of employment in accordance with policy, law, and, when applicable, the negotiated agreement.

Students and employees may also be to subject to the filing of criminal charges and/or referred to counseling services for treatment.

Violent Behavior

The District prohibits all acts of violence and aggression, including, but not limited to, possession of a weapon or dangerous instrument, physical assault, vandalism of District property, stalking, gang affiliation and/or activity, terroristic acts. Violators of this policy shall be subject to disciplinary consequences, determined by the seriousness of the act, including, but not limited to, expulsion for students, discharge for employees, and exclusion from school premises in accordance with applicable policy and law. In addition, the District may take legal action against the perpetrator.

Students and employees may also be to subject to the filing of criminal charges and/or referred to counseling services for treatment.

Notice of Directory Information (FGA-E)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Dickinson School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Dickinson School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

The primary purpose of directory information is to allow the Dickinson School District to include this type of information from your child's education records in certain school publications. Examples include:

1. A playbill, showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories--names, addresses and telephone listings--unless parents have advised the School District that they do not want their student's information disclosed without their prior written consent.

If you do not want Dickinson School District to disclose directory information from your child's education records without your prior written consent, you must notify the school/District in writing **within two weeks of the first day child is enrolled**. Dickinson School District has designated the following information as directory information:

Note: an LEA may, but does not have to, include all the information listed below.

1. Address
2. Date and place of birth
3. Dates of attendance
4. Degrees, honors, and awards received
5. Electronic personal identifier
6. Grade level
7. Institutional electronic mail address
8. Major field of study
9. Participation in officially recognized activities and sports
10. Photograph
11. Student's name
12. Telephone listing
13. Weight and height of members of athletic teams
14. Most recent educational agency or institution attended.

An opt out request form is available at any of the schools and also the Dickinson Public Schools website (FGA-Exhibit).

Student Education Records Access and Amendment Procedure (FGA-BR)

Reviewing an Educational Record

The District will comply with a parent/guardian/eligible student's right to inspect educational records. This right will be granted using the following procedure:

- A request to view an educational record shall be granted by the deadline in law (45 days).
- A request may be made in writing to the principal.
- The principal shall notify the parent/guardian/eligible student of the time and place when a record may be inspected.
- The principal shall require the requestor to submit/show a form of state or federally-issued identification to verify the identity of the requestor if the requestor is unknown to the principal.
- The principal or designee shall be present when the parent/guardian/eligible student reviews the record.
- If circumstances prevent a parent/guardian/eligible student from reviewing the educational record at the school office, the District shall prepare and mail a copy of the record or make alternative arrangements for the parent/guardian/eligible student to review the record. Any expense incurred from copying and/or mailing a record may be charged to the parent/guardian/eligible student at state rates, except as prohibited by law.

Amending an Educational Record

A parent/guardian/eligible student has the right to request an amendment to any portion of the educational record he/she believes to be inaccurate, misleading, or in violation of the student's right to privacy. A parent/guardian/eligible student shall use the following procedure to dispute or request an amendment to an educational record. This procedure shall not be used to dispute a grade, disciplinary decision, or opinions/reflections of a school official contained in an educational record.

- Any request to amend an educational record shall be made in writing and submitted to the principal.
- The principal shall review the request within a reasonable time and approve or deny it. The principal's decision shall be submitted to the parent/guardian/eligible student. If the principal denies the amendment request, he/she shall inform the parent/guardian/eligible student of his/her right to request an appeals hearing.
- Requests for an appeals hearing shall be submitted to the Superintendent. The hearing shall be held within a reasonable time after the appeal request has been made.
- The Superintendent shall serve as the hearing officer. A representative of the parent/guardian/eligible student's choosing may accompany the parent/guardian/eligible student at the parent/guardian/eligible student's expense. The parent/guardian/eligible student shall have a full and fair opportunity to present evidence related to the amendment request.
- The Superintendent's decision is final and binding and shall be submitted to the parent/guardian/eligible student at a reasonable time after the hearing.
- If the Superintendent denies the amendment request, he/she will notify the parent/guardian/eligible student within a reasonable time of his/her right to submit a written response commenting on the contested material and/or explaining the disagreement with the hearing officer's decision. This written response shall be retained and, when applicable, disseminated in accordance with law.

Parent's Right to Know

Through federal education law, parent(s) or guardian(s) have the right to request information on the professional qualifications of the teachers and paraprofessionals educating their children. If you are interested in receiving this information, please contact the Central Administration Office at 701-456-0002. Upon this request, you will receive a detailed explanation of the licensing and educational qualifications of each of your children's teachers. You will also receive the names and qualifications of the paraprofessionals working with your children.

Asbestos Notice

The Asbestos Hazard Emergency Response Act (AHERA) requires that all public school buildings be inspected or re-inspected for the presence of asbestos every three years after a management plan is in effect. The same statute also requires initial and annual notifications of the availability of a management plan which outlines the steps to be taken to eliminate any hazards.

The Dickinson Public School District has a very limited amount of asbestos containing materials in the school buildings and it is being managed in strict compliance with all pertinent federal regulations. A copy of the inspection report, which details the locations of these materials and the proper management procedures, is available for public inspection during normal working hours in the Central Administration Office.

Dickinson Public School District's Policy for Tobacco Use (ABBA)

Definitions

For purposes of this policy:

- *Electronic smoking device* means any device that can be used to deliver aerosolized or vaporized nicotine to the person inhaling from the device, including, but not limited to, an e-cigarette, e-cigar, e-pipe, vape pen or e-hookah. Smokeless tobacco means any snuff or chewing tobacco.
- *Possession of Tobacco Products means:*
 - a. Actual physical possession of the tobacco product while on school property;
 - b. Use or consumption of the tobacco product while on school property;
 - c. Tobacco product located in the student's locker, car, handbag, backpack, or other belongings while on school property; or

d. Appearance by a student on school property after having consumed or ingested the tobacco product that is noticeable by breath odor.

- *Smoking* means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco, nicotine, or plant product intended for inhalation, including hookah and marijuana, whether natural or synthetic. “Smoking” also includes the use of an electronic smoking device. This excludes any FDA-approved nicotine replacement therapy.
- School property is defined in NDCC 15.1-19-10 (6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Tobacco product* means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also includes any electronic smoking device.
- *Tobacco use* means smoking and the heating, inhaling, chewing, absorbing, dissolving or ingesting any tobacco product.

Rationale for Regulating Possession and Use

The health hazards of tobacco use have been well established. This policy is established to:

1. Reduce the high incidence of tobacco use in North Dakota.
2. Protect the health and safety of all students, employees, and the general public.
3. Set a non-tobacco-use example by adults.
4. Assist in complying with smoking restrictions in state and federal law (NDCC 23-12-10 and 20 U.S.C. 7973).

Tobacco use is the leading cause of preventable death and disability in North Dakota. To support and model a healthy lifestyle for our students, the Dickinson Public School District School Board establishes the following tobacco-free policy.

Use and Possession Prohibitions

1. **Students:** Possession and/or use of tobacco products by students on District property is prohibited at all times.
2. **Staff/Visitors:** The use of tobacco products by all school employees and visitors on District property is prohibited.

This policy includes all events on school property that are not sponsored by, or associated with, the school at all times.
3. **Additional:** The District will not allow advertising of tobacco on school property or in any school publications. This includes clothing that advertises tobacco products.

The District will not accept any gifts (such as curriculum, book covers, speakers, etc.) or funds from the tobacco industry.

Communicating to Students, Staff, and Public

This policy will be printed in employee and the student handbooks. The District shall comply with all smoking prohibition posting requirements in NDCC 23-12-10.4.

Responsibility for Violations

All individuals on the District’s premises share in the responsibility for adhering to and enforcing this policy. The Superintendent shall develop regulations for the enforcement and implementation of this policy.

Tobacco Cessation Services

Individuals requesting assistance with tobacco cessation services will be referred to NDQuits, the North Dakota Department of Health multi-media tobacco cessation program. This is a free cessation service provided to citizens of North Dakota.

Student Alcohol and Other Drug Use (FFA)

This policy pertains to alcohol and other drug use/abuse. Tobacco use is defined in a separate policy (see ABBA.)

Philosophy

The Dickinson Public Schools shall strive to provide a learning environment that is safe, drug free, and conducive to learning. This policy is designed to help eradicate the influence of drugs and alcohol within the school environment, promote awareness and health, and protect students in the school environment by imposing consequences for drug and alcohol related violations.

Definitions

This policy defines the following:

- *Alcohol* – See Prohibited Substances.
- *Drug* – See Prohibited Substances.
- *Possession shall mean:*
 - a. Actual physical possession of the alcohol or drug while on school property;
 - b. Use or consumption of the alcohol or drug while on school property;
 - c. In the student’s locker, car, handbag, backpack, or other belongings while on school property; or
 - d. Appearance by a student on school property after having consumed or ingested alcohol or a drug that is noticeable by breath odor, speech alterations, unsteadiness of gait or posture, or like symptoms of chemical intoxication.
- *Use* shall mean that a student is reasonably known to have ingested, injected, inhaled or otherwise taken into the body a prohibited substance, or is reasonably found to be under the influence of such a substance.
- *School property* is defined in NDCC 15.1-19-10 (6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Prohibited Substances

Prohibited substances include, but are not limited to:

1. Alcohol, powdered alcohol, or any alcoholic beverage as defined in NDCC 5-01-01;
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 or depressant, and all other illicit drugs;
3. Any glue, aerosol paint, or any other chemical substance used for inhalation;
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 administered and/or taken with appropriate consent and authorization from parents, school administration, and, if applicable, a health care provider.

Prohibited Activities

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 sell, deliver, or give, or attempt to sell, deliver, or give to any person substances the student represents or believes to be a substance(s) 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 listed in this policy. Be under the influence of (legal intoxication not required), use, 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.

3. Knowingly or intentionally aiding or abetting in any of the above activities.

This policy applies to any student who is on school property, or whose off-campus conduct is reasonably predicted to substantially disrupt the operations of the school District, District safety, or welfare of students or employees.

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Reporting Violations

A student or staff member that has reason to believe that a student has violated this policy shall notify a school official (i.e., a teacher or administrator if the reporter is a student; a school administrator if the reporter is a District staff member). Except in limited circumstances under law,¹ a teacher is required to report known or suspected violations of this policy to the school principal.

Violation

When a principal/Superintendent has reasonable suspicion that a student has violated this policy, they may search the student in accordance with the District's policy on searches of students' person or personal property.

Such searches shall not include referral for mandatory alcohol/drug testing.

Disciplinary sanctions will be imposed on and additional actions may be taken, as listed below, in response to, any violation of this policy. These sanctions may include suspension or expulsion, intervention, as described below, and notification of proper authorities for prosecution. Prohibited substances will be confiscated and illegal substances will be turned over to law enforcement authorities.

Any student who is observed to be under the influence of a prohibited substance will be taken immediately to the principal's office. The student's parent(s) or guardian(s) 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 may have the student removed from the school by school, medical, or law enforcement personnel.

Intervention

It is acknowledged 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. The Superintendent shall develop a procedure for chemical dependency identification and referral for treatment.

Referral for treatment shall be a constructive not punitive action; however, use of the treatment program shall not override or prohibit the District from taking disciplinary action for violations of this policy.

The school will make a reasonable effort to cooperate with a therapy program if one is recommended for the student. The Board believes that if a student is involved in a chemical dependency program and is successfully addressing their harmful involvement with chemicals, they may be allowed to 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 Board, the North Dakota High School Activities Association, and/or the student has been suspended or expelled as a result of a District policy violation.

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.

Confidentiality

The District shall maintain the confidentiality of students referred for counseling and chemical dependency treatment in accordance with the District's policy on counseling records and other applicable law.

Education

The District will teach about drugs and alcohol in an age appropriate developmentally based education and

¹ When a teacher/principal participates in a juvenile court program and receives confidential information about a student.

prevention program in every grade in accordance with law. This program will include information about drug and alcohol counseling and rehabilitation programs available to the students

In addition, the District will conduct staff orientation and training on drug and alcohol prevention, including a periodic overview of this policy and its procedures for implementation. The District will also provide parent and community education on the topic of drug and alcohol prevention.

Policy Implementation

Student handbooks shall contain a statement of sanctions required concerning the possession, use, or distribution of drugs and/or alcohol.

The Dickinson Public Schools will review this policy and its implementation periodically 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.

Suicide Prevention (Policy FCAE)

Definitions

This policy defines the following:

- *At risk* means a student who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.
- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. [Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.]
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- *Suicide contagion* means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

- *School property* is defined in NDCC 15.1-19-10(6)(b) is all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Purpose

The purpose of this policy is to protect the health and well-being of all District students while on school property by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The District:

1. Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. Further recognizes that suicide is a leading cause of death among young people;
3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and
4. Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and one which helps to foster positive youth development.

Prevention

District Policy Implementation

A District Suicide Prevention Coordinator shall be designated by the Superintendent. This may be an existing staff person. The District Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school Suicide Prevention Coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members must report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

Staff Professional Development

All staff shall receive a minimum of eight hours professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention every two years.

The professional development may include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention may be provided to school-employee mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials may include:

1. the importance of safe and healthy choices and coping strategies;
2. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others;
3. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy must be distributed annually and included in all student and employee handbooks, and on the school website.

Title IX, Title VI, and ADA

You are hereby notified that the Dickinson Public School District #1 does not discriminate on a basis of race, color, religion, sex, gender identity, sexual orientation, national origin, ancestry, disability, age, marital status, and

other status protected by law in its educational programs/activities and employment practices. It is required by Title IX and Part 86 of the Department of Health, Education and Welfare regulations and not to discriminate in such a manner.

You are further notified that inquiries concerning the application of Title IX and Part 86 may be referred to the Human Resources Director, Central Administration Office, who has been designated as the person responsible for coordinating the efforts of Dickinson Public School District #1 to comply with and carry out its responsibilities under Title IX and Part 86, including any investigation of complaints alleging noncompliance.

You are further notified that inquiries concerning the application of Title IX, Title VI, ADA or other issues of equal opportunity may be referred to the Human Resources Director at 444 4th St. West; 701-456-0002 and the Director of Student Services for 504 at the same address and phone number. These are designated as the persons responsible for coordinating the efforts of the Dickinson Public School District #1 to comply with and carry out these responsibilities, including any investigation of complaints alleging noncompliance of practices, and violation of law or school board policy.

School Issued Device Policy 2020-2021

Dickinson Public Schools will be providing iPads and Chromebooks for all Elementary students to use at school and for Remote Learning at home in the event of school closure. The focus of the 1:1 program is to meet the needs of 21st Century Learners and increase student achievement by transforming teaching strategies and increasing student engagement. The iPads/Chromebooks will provide students the opportunity to become producers as well as consumers of information.

This is an exciting opportunity for our students but the use of technology resources is a privilege, not a right.

DICKINSON PUBLIC SCHOOLS 1:1 iPad/CHROMEBOOK PROGRAM

- Student iPads/Chromebooks and chargers are the property of Dickinson Public School District.
- iPads/Chromebooks are intended for use at school each day. In the event of school closure, the device will be used to complete daily work from home.
- The policies, procedures, and information within this document apply to any technology device used within Dickinson Public Schools. Teachers may set additional requirements for use in their classrooms.
- Any student who violates the rules and expectations relative to technology use will be subject to disciplinary action. Students who violate the rules may lose access to the device for a period of time. Serious violations will result in the students' use of technology being restricted and/or revoked.

DEVICE DISTRIBUTION AND CARE

- Devices and chargers will be distributed each fall. Students entering grades K-2 will be provided with an iPad and students in grades 3-5 will be provided with a Chromebook. The general care of the device is the responsibility of the student.
- Devices and chargers will be returned during the final week of school. If a student withdraws or leaves Dickinson Public Schools during the school year, the device and charger must be returned in their original condition on the day of departure from the district. If a student fails to return the device and charger they will be responsible for the cost of replacement.
- Cases must remain on the device. Avoid extreme pressure on the iPad/Chromebook as it can cause permanent damage to the screen and other components.

- Devices may be sent home daily. If devices are sent home, students will be responsible to bring the device back to school the next school day. The devices should be charged each day. A charger will be distributed to keep at home.
- Do not eat or drink while using the iPad/Chromebook and avoid leaving the device in a place that has either extreme hot or cold conditions.

FEES AND DAMAGE

- Required repairs that are not due to negligent use will be covered by the district. If intentional damage has occurred to a device or device accessory, ***all repair or replacement costs will be the responsibility of the student.*** The district will have the damage repaired or replaced and bill the student for the costs if necessary. Families are welcome to check with their personal insurance company about coverage.
- Examples of damage include but are not limited to: cracked screens, broken or lost cases, broken or lost keyboards, stripped or lost cords.

G SUITE FOR EDUCATION

- Our classrooms will be using G Suite for Education from Google. G Suite is a safe set of educational tools that include Google Classroom, Calendar, Google Docs, Google Slides, etc. These tools are used by tens of millions of students and teachers around the world and will allow students more opportunities to be engaged in the 21st Century Skills of communication, collaboration, critical thinking, and creativity. To access G Suite, students will be given an email address that they will use to login. G Suite is a walled platform specifically for education and does not include advertisements.

STUDENT ACCESS TO THE INTERNET AND COMPUTER NETWORK POLICY

- All Dickinson Public School users are expected to abide by generally accepted rules of network etiquette. These include but are not limited to the following:
 - Personal information should not be shared with others.
 - Be polite and use appropriate language.
 - All messages, pictures and videos need to be school appropriate.
 - Messages, pictures, and videos received from others may only be shared with permission.
 - Messages related to or in support of illegal activities may be reported to the authorities.
- The Dickinson Public Schools works to provide a filter on 1:1 devices that protects against mature and adult content. This is in compliance with the Children’s Internet Protection Act. The filter will also work to protect students while on the internet at home.
- The use of the internet in the Dickinson Public School District must be in support of educational goals and consistent with the stated objective of the school district. Use of other networks or computing resources must comply with the rules appropriate for that network. The Dickinson Public School District is bound by the Acceptable User Policy of its current internet service provider.
- Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, harassing, or obscene material, or material protected by trade secrets. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement is also prohibited. Illegal activities are strictly prohibited.

