

Hebron Public School Elementary School Handbook 2024-2025

Welcome to Hebron Elementary School. Education is a joint venture between parents, teachers, and administrators. The key to a successful educational experience is the cooperation and communication between all these stakeholders. The purpose of this handbook is to communicate important school procedures and expectations. We have tried to anticipate what students and parents will need to know to make this school year successful. We urge you to read this handbook and keep in mind that it is not an all-inclusive list of rules, but rather an outline of expectations and procedures, which contribute to the operation of our school. For more detailed policies and procedures stop by the school office or visit the School Board Website. If you have any questions, please see your child's classroom teacher and the building principal. It is important that everyone involved thoroughly understand the organization, regulations, and activities of the Hebron Elementary School. **Failure to know the contents will not excuse a student from following the adopted student policies.** We hope that you are entering school to become better equipped to earn your future livelihood and to enjoy life. We wish that your school year be beneficial and productive.



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WELCOME

SCHOOL'S MISSION STATEMENT

"Providing opportunities for student improvement and success"

SCHOOL'S VISION

Hebron Public School is committed to excellence through a student-centered learning environment supported by positive collaborations with students, staff, parents, school, and community.

All students will graduate "Choice Ready" with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they choose to pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

Hebron Public School's programs will ensure a quality educational experience which promotes academic, physical, emotional, and social growth while preparing students for the life-long process of learning.

SCHOOL'S VALUES

Hebron Public School is committed to:

- Believing that all students can learn and grow
- Creating a supportive and positive school climate
- Ensuring that all students receive rigorous and relevant instruction from highly qualified teachers
- Fostering an active partnership between students, parents, community and staff with open and honest lines of communications to ensure the success of our students
- Providing high expectations and instructional excellence in a stimulating and caring environment
- Providing an environment that is conducive to learning and free from distractions.
- Believing that all students are unique with varying learning styles, abilities, strengths, and interests and should be offered opportunities to maximize their capabilities

GENERAL SCHOOL INFORMATION

SCHOOL DAY

School is in session from 8:20am - 3:20pm. Students are asked not to be in school prior to 7:50am each morning and will be sent to the Before School Program (if available) or their first period classroom at that time. For our students' safety, the doors to the school will be locked.

MEAL TICKETS

Lunch: Students: K-6-\$2.65, Students: 7-12-\$3.20, Employees: \$4.05, Patrons: \$5.00

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

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

STUDENT ACTIVITY FEES

For the successful pursuance of an activity program in school, a fee is necessary. It is suggested that each student purchase an activity ticket. Activity fee for grades 1-6 is \$15.00 per student, \$20.00 for students in grades 7-12, \$50.00 for adults, and \$25.00 for Senior Citizens (65+). The family (2 adults and the children living in the same household) maximum for activity fees is \$110. This activity fee is an option to all students. The activity ticket will allow students to attend all home sporting events (including Bearcat activities in Hebron and Glen Ullin), Raider home football games, except tournaments, and music concerts.

ACTIVITY PRACTICE TIME

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

AFTER SCHOOL PROGRAM

Students remaining after school are under the supervision of the teacher involved in the after-school activity. The school is not responsible for the students using the playground after school dismissal. Hebron Elementary offers an After-School Program, Monday-Friday from 3:20-5:15pm. This program is free of charge and is located in the Multipurpose Room.

BEFORE SCHOOL PROGRAM

On occasion, when a student needs to be in the school prior to 7:50am, the students can attend the Before School Program (if available). This program is free of charge. It is held every day beginning at 7:30am in a teacher's classroom or the elementary computer lab. The school is not responsible for students on the playground prior to the starting time of school. If a student arrives at school before 7:50am, they will attend the Before School Program.

LYCEUMS, PLAYS, MINISTERIAL LYCEUMS

1. Students must sit with their classes in rows, supervised by their teacher.
2. Students that are disruptive will be removed from that program and all remaining programs for the school year.
3. Students must stay for the entire program. If a student should leave a program, they will not be allowed to return to any program for the remainder of the school year.

SCHOOL OWNED INSTRUMENTS

Students using school-owned instruments are responsible for their care. If an instrument is damaged, the cost of repairing or replacing the instrument must be paid by the student. The rental for a school instrument is \$40.00 per school year. All students playing percussion instruments and/or using percussion supplies (i.e. Drum mallets, triangles, etc.) will be charged a \$40.00 per school year rental charge. Fees must be paid before students will receive the use of the instrument.

WEATHER CLOSINGS

In the event of hazardous weather conditions occurring in the morning before school starts and before the bus leaves for their pick-up run, announcements regarding school closings will be made using Hebron School's voice messaging system and KFYZ television in Bismarck. Please keep your televisions turned to this station whenever the weather conditions cause any doubt as to whether or not school bus operation might be suspended.

Should hazardous conditions arise during the school day or exist at the time the school busses normally depart for their return trip in the afternoon (3:20), busses will be held here in Hebron. Announcements will be made using Hebron School's voice messaging system and the school administration with the help of the staff and the people of Hebron will assume the responsibility of caring for all students who live out of town.

1. During the winter season, all parents are urged to see that their children are warmly dressed when they board the school bus. There is always the possibility that the bus could be stalled for a period of time, and in this event, warm coats, caps, gloves, and overshoes could avert serious consequences.
2. Each day that the school bus leaves for their return trip under unfavorable conditions, the superintendent keeps track of each vehicle using the two-way radio system or by calling the different homes along the route to determine whether or not the children have been brought home. By this means, the approximate location of each bus can be established at any given time. Then too, drivers have been directed to call the main office, whenever possible to notify the school of any difficulties that would cause a change in the time schedule. Parents could help the school in this matter by calling the superintendent's office whenever their children have not arrived home within a reasonable period of time beyond the usual time of arrival.
3. On each school day morning, when the weather is threatening, the superintendent decides whether or not the school buses are to be sent out on their routes. The decision is not an easy one and is made only after taking several things into consideration--existing weather conditions, weather forecasts, consultations with bus drivers and local weather reports from parents living in different parts of our school district. The final decision must be made before the buses leave (shortly after 7:00am) and in the event the bus operations are suspended, the general announcement is then called into Hebron School's voice messaging system and) and KFYZ Television. The final decision is made with the knowledge that the weather conditions, even within the boundaries of our own school district, could be more severe in one area than in another. For this reason, parents are urged to use their own discretion and to keep their children home whenever they consider the conditions too hazardous to place their children on the bus.
4. In the event that a loaded school bus is stalled on cold or stormy weather; the school believes that **STUDENTS SHOULD BE KEPT ON THE BUS**. We have not made this hard and fast policy, because some discretion must be left to the bus drivers, and the distance from the stalled bus to shelter should also be considered. Under most conditions, however, we feel strongly that passengers should remain in the bus and await rescue.
5. **WHEN BUSES ARE EXCUSED EARLY BECAUSE OF WEATHER CONDITIONS, NORMALLY, REGULARLY SCHEDULED CLASSES WILL BE CONTINUED** until 3:20pm.
6. **WHEN BUSES LEAVE EARLY AND/OR SCHOOL IS DISMISSED EARLY, ALL SCHEDULED PRACTICES, MEETINGS, ETC., SCHEDULED FOR THAT EVENING WILL NOT BE HELD BECAUSE OF WEATHER CONDITIONS.**

ENTRANCE REQUIREMENTS

New students enrolling in Hebron School must present a transcript to the principal. Students transferring from other schools should see that their former school transfers their credentials to Hebron Public School as soon as possible. Transfer students may enroll, but their registration will not be complete until their credits have been recorded in the office. All students must have an up-to-date immunization record on file at the school.

VISITORS AT HEBRON PUBLIC SCHOOL

Adult visitors in the elementary are welcome to visit anytime and are asked to prearrange the visit with the classroom teacher. Students that bring out of town visitors (school-age visitor) are welcome to visit for a **half day, which has been prearranged, with classroom teacher and principal.** Visitors are to check in at the main office.

BIRTHDAY PARTY INVITATIONS

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

POP & CANDY MACHINE

The pop and candy machine may be used before school, after lunch and after school. Students will be respectful while waiting in line and dispose of paper and candy properly.

LUNCHROOM

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

STUDENT PROGRESS

GRADING

Students are evaluated scholastically by comparing their progress with specific curriculum standards and in terms of their standing with other students of the class. Grading represents the pupil's achievement, responsibility, and effort applied in the various discipline areas. Grading will be represented on the report card and progress reports using letter grades in the core subjects. Satisfactory (S) and unsatisfactory (U) will be given in other areas.

Letter grades will be determined by using the following percentages:

<u>Percent</u>	<u>Grade</u>
100	A+
98-96	A
95-94	A-
93-92	B+
91-89	B
88-87	B-
86-85	C+
84-82	C
81-79	C-
78-77	D+
76-73	D
72-70	D-
69	F
Incomplete	I

Satisfactory (S) and Unsatisfactory (U) grades

<u>Percent</u>	<u>Grade</u>
94-100	S+
93-87	S
86-73	S-
72 and below	U

REPORT CARDS

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

PARENT TEACHER CONFERENCES

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

PROCEDURE FOR DETERMINING PROMOTION AND RETENTION

According to School Board policy GCAA-AR, if a teacher believes retention is a possibility, s/he shall contact the student's parent(s) and inform the building principal as early as possible. The principal shall inform the parents of the remediation options. Advancement to the next grade may be conditional upon successful remediation or demonstrated proficiency within a timeframe established by the principal.

Teachers, in consultation with parents, are responsible for making promotion and retention recommendations based upon promotion and retention criteria contained in policy. Recommendations shall be submitted to the building principal for approval. A parent who is dissatisfied with the principal's decision may appeal to the superintendent. The superintendent's decision shall be final. Appeals must be initiated within 30 days of receiving notice of the principal's promotion or retention decision. Failure to timely present the appeal shall be deemed to be a waiver of the appeal process.

ATTENDANCE/WELLNESS

ATTENDANCE

A student who enrolls in school is expected to devote his/her time and energy toward school. Regularity and promptness are necessary to facilitate the exchange of ideas with the teacher, and progress in the educational process. Classroom learning experiences are a meaningful and essential part of any educational system. The absent student loses the benefits of lectures, labs, discussions and participation with other students. Irregular attendance becomes habit forming and may cause difficulties with decision making after high school. **The principal will make a phone call and a letter will be sent out to parents when their child has accumulated 5 unexcused absences in a semester. After the 10th unexcused absence, a meeting will be held with the parent(s), teacher, administrator and child (if necessary). Given extenuating conditions the principal may extend the ten-day limit after a meeting is held with student, parent(s)/guardian(s), and the principal.**

Exemptions for medical (Doctor, Dentist, Chiropractor) reasons are allowed only if a note signed either by a nurse or doctor on physician's script or letterhead including the time of check-in, the actual appointment time, and time of departure; and submitted upon return. Students who are hospitalized will have those days exempted. All classroom work must be maintained in a timely fashion in order to receive course credit. Any absences beyond the ten-day limit must be medically excused absences.

1. Excused Absences:
 - a. Any absence in which the parent/guardian gives approval for the absence. The parent must be aware of the student's absence and the school must have received a telephone call from the parent/guardian **the day of the absence.** (See Procedure to follow when absent.)
2. **Unexcused Absences will initially result in a daily grade of zero percent. All missed work or tests/quizzes must be made up and partial credit may be given. Failure to complete make-up work may result in additional/substitute work or an incomplete/failing grade for the semester.**
 - a. Absences in which there is no parental approval or knowledge of the absence.
 - b. Leaving the building/school grounds without prior permission.

PROCEDURE TO FOLLOW WHEN ABSENT

1. When a student is absent, to ensure that an absence is excused the parent/guardian must call the office on the day of the absence. When the student has known in advance of a planned absence, the parent/guardian must call the office prior to the absence. If the office does not receive a call the absence will be considered unexcused. All work assigned during an unexcused absence will initially receive no credit.
2. Students are responsible for making up the work missed due to absences. When students are absent from school, they have two school days to turn in makeup work for the first day missed. If more than one day is missed, the student will have one additional day more than the number of days missed to complete the work. For example, a student missed four days of school, he or she will have five school days to make up complete the makeup work. The first day of attendance counts as the first day of the make-up period. **If a student returns partially throughout the school day, the student will be responsible to collect the missed work, and have it completed on time.**
3. **For planned absences work should be obtained prior to the student's absence.**
4. The student is responsible for material/assignments missed because of school-sponsored activities. These assignments are due upon the return of the student to class.
5. When a student is absent from school as a result of a suspension, all work missed is to be made up on or before the day the student returns to school.

DAILY ELEMENTARY SCHEDULE

1 st bell.....	8:15 am
Tardy bell.....	8:20 am
K-2 Recess/Lunch	10:30-11:30 am
3-6 Recess/Lunch.....	11:00 am-12:00 pm

Afternoon Recess..... 1:30-1:45 pm.
School day ends..... 3:20 pm

ABSENTEES/TARDINESS

Attendance will be documented four times per day at 8:20 am, 10:30 am, 12:00 pm and at 1:30 pm. A student arriving after:

8:20-8:45	Tardy
8:45-10:30	¼ day
10:30-12:00	½ day
12:00-1:30	¾ day
1:30-3:20	all day

PICKING UP STUDENTS EARLY FROM SCHOOL

Whenever possible, parents should notify the office that they will be picking up their student early from school. The office will notify the teacher. The parent should check in at the office when they are here to pick up their student and the office will call down to the classroom to have the student prepare to leave for the school day.

GUIDELINES FOR SENDING STUDENTS TO SCHOOL

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

Keep a child home if he/she:

- has a fever of 99.6 degrees or higher*
- is nauseous and/or vomiting and/or has diarrhea
- has vomited during the night
- has been exposed to a contagious disease and is exhibiting signs/symptoms of the disease

***Refers to a temperature of 99.6 degrees or more without the use of Tylenol or Advil or other fever reducing medications.**

Hebron Public School will refer to their Health and Safety Plan to deal with any COVID 19 related issues.

COMMUNICABLE CONTAGIOUS/INFECTIOUS DISEASES*

When any symptom of a communicable disease appears, please keep your child at home and contact the school. Any students having any symptoms of infectious disease shall be sent home from school upon administration approval, and may not be readmitted until doctor's written approval. This is to prevent the possibility of exposing other students and staff members unnecessarily. These diseases may include but are not limited to the following: Impetigo, Pink Eye (Conjunctivitis), Ring Worm, Scabies, and Strep Throat.

A child with **strep throat** must be on an antibiotic for 24 hours and feeling well before returning to school.

A child with **conjunctivitis (pink eye)** must be on treatment for 24 hours before they return to school

A child with **chicken pox** may only return to school when all lesions have crusted over.

A child with **impetigo** may only return to school with a doctor's note and 24 hours after treatment has been started.

A child with **ringworm** may return to class when the treatment has been started.

A child with **scabies** may return the day after the treatment has been started.

A child with **head lice will be allowed to stay in school. Parents will be notified and are required to provide appropriate treatment. The student will be re-checked in ten (10) days to confirm treatment was effective. Refer to school board policy FCAC for more information.**

A child with **mononucleosis** may return to school with a doctor's note. A recommended time is 7 days at home and then 7 days of ½ day attendance at school.

A child with **influenza** may return to school as per doctor's orders

*These are recommendations given by North Dakota Public Health Department, Custer District Health & local health providers.

ILLNESS OR ABSENCES FROM SCHOOL

A student must be in attendance for a half day to participate in practice, contest or student activity that day.

Exception to this policy may be waived for the scheduling of appointments or other family emergencies or special requests if prior arrangements have been made with the principal or superintendent and the coach or advisor of the activity involved.

ILLNESS AND INJURY OF STUDENT AT SCHOOL

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

RULES AND REGULATIONS

PLAYGROUND PROCEDURES

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

1. Stay within the **boundaries** of the playground and off the streets.
2. There is an outside shed containing school **playground equipment**. The student who takes it out should return equipment to the shed.
3. **Slides** are meant for sliding down only; no walking up, hanging over the side, or sliding down headfirst is permitted. Rocks should not be put on the slides.
4. Only touch **football** is allowed and is to be played in the open area to the east.
5. **Basketball** (which is played with 2 teams with 5 or less on each team) is to be played on the asphalt area.
6. Students should keep their whole body on the **merry-go-rounds** with only **3** standing on at a time. Wait until the motion is stopped before getting off.
7. There should be no standing up, parachuting, swing tag (spider), or linking legs while playing on the **swings**. Two students are allowed on the tire swing with feet inside the tire.
8. Climbing is allowed on the **“big toy”** only, (not on trees, swing poles, basketball standards, or slide support poles).
9. Students will only sit on “The Wave”.
10. Students will leave rocks, sticks, snowballs, and other **dangerous objects** alone.
11. **Games not allowed** include: Red Rover, Bricks, King of the Hill, Horse with jump ropes, and firearms toys or any "renamed" versions of these games.
12. **Dress code** for outside: If the playground is wet or snowy, students must wear overshoes or boots. Hats, headbands, gloves, or mittens are required during cold weather and if it is bitterly cold outside, hats that cover the entire head are needed. Keep buttoned up until inside the building.
13. Students are to stop what they are doing and **line up quickly** when the whistly blows, with hands and feet to themselves.
14. Students should immediately report **injuries** to the teacher or aide on duty. The homeroom teacher will inform parents, if necessary
15. Ask teacher or aide on duty for **permission to go inside**
16. There is **no seniority** on the playground-- first come, first serve.
17. Everyone is expected to go outside unless he/she is **ill**, has **makeup work** that the teacher would like completed, or has been detained by a teacher or the principal for **disciplinary reasons**. Otherwise, students must have a written excuse from parents stating the exact reason why the student must be kept inside. Notes are valid for one day only.
18. Students will show **pride** in their school by keeping the building and grounds free of litter.

SCHOOL DRESS

Students are to dress appropriately while in attendance at regular classes and school-sponsored activities. Any manner of dress, which disturbs student/community values, or the educational process, will not be permitted. Articles of clothing with writing and/or pictures on them are prohibited if such material is suggestive, obscene, or advertise and/or promote the use of alcohol, tobacco products, or other harmful substances. Students are not to wear head coverings (including, but not limited to hats, hoodies, bandanas...) or sunglasses in school (exceptions will be allowed during approved spirit week activities). Students are expected to wear shirts and shoes at all times in the school building. Pocket chains are not allowed. Bare-midriff clothing, see-through clothing, and sexually suggestive apparel are not appropriate for either boys or girls during school hours. Undergarments (including boxer shorts, bra straps, etc.) must not be visible to anyone. This dress code applies to all P.E. classes as well. Any student who wears clothing that causes disruption or violates school dress will be asked to correct the problem and will be reported to the principal for the first offense. Clean clothing will be provided for the students to change into but must be returned at the end of the school day. Subsequent dress code violations will be subject to the Suspension and Detention Policy. Outer coats are not to be worn in the classroom.

CELL PHONES

In accordance with Hebron School Board Policy FFI, cell phones and electronic devices (including Smart Watches/Ear Buds) are not to be used during the school day. Cell phones must be kept in the student's lockers, in automobiles, or left at home. The first offense means the cell phone will be confiscated, and parents will be informed by phone or alert to come and pick it up at the end of the school day. Confiscated cell phones will not be released to students at the end of the day. Cell phones will have to be picked up by parents during office hours of 7:30 a.m. to 4:00 p.m. If parents can't make it during office hours the cell phone will be held at the school until parents make arrangements to pick it up. Additional infractions will result in in-school suspension and/or loss of privileges of having a cell phone in school.

STUDENT ACTIVITY TRIPS

While on trips in connection with school activities, the child is under the supervision of the school and must abide by those regulations laid down by the school regarding behavior. Spectators going out of town in private automobiles are not the responsibility of the school while traveling to the event but are subject to the same rules and regulations of all students attending the event. Students not following the policies of traveling to and from activities will be restricted from participation in the next scheduled activity.

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

If buses are not used, other means of transportation may be used, (car, station wagon, van) and must include an adult driver approved by the administration. Teenage drivers will not be approved to assume this responsibility.

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

SCHOOL BUS AND VAN RULES

- A. Prior to leaving (on the road and at school)
 - 1. Be on time at the designated school bus stops--keeping the bus on schedule.
 - 2. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
 - 3. Wait until the bus comes to a complete stop before attempting to enter the bus.
 - 4. Be careful in approaching bus stops.
 - 5. Bus riders should not be permitted to move toward the bus at the school-loading zone until the buses have been brought to a complete stop.
 - 6. During winter months, caps, boot, and gloves must accompany students.
- B. While on the bus
 - 1. Keep hands and head inside the bus at all times after entering and until leaving the bus.
 - 2. Assist in keeping the bus safe and sanitary at all times.
 - 3. Remember the loud talking, laughing and unnecessary confusion diverts the driver's attention and may result in an accident.
 - 4. Bus riders should never tamper with the bus or any of its equipment.
 - 5. Leave no books, lunches, or other articles on the bus.
 - 6. Keep books, packages, coats, and all other objects out of the aisle.
 - 7. Help look after the safety and comfort of small children.
 - 8. Do not throw anything out of the bus windows.
 - 9. Bus riders are not permitted to leave their seats while the bus is in motion.
 - 10. Playing rough or harassing others is not permitted on or around the bus.
 - 11. Bus riders are expected to be courteous to fellow pupils, bus drivers, patrol officers, or driver assistants.
 - 12. It is necessary to be quiet when approaching a railroad-crossing stop.
- C. After leaving the bus
 - 1. Cross the road when necessary after getting off the bus at least 10 feet in front of the bus. Students need to look both ways to make sure that no traffic is approaching from either direction.
 - 2. Help look after safety of small children.
 - 3. Be alert to danger signals from the driver.
 - 4. The driver will not discharge riders at other places than the regular bus stop, at the home, or at school unless given proper authorization from the parents or school officials.
- D. Extra-Curricular Trips
 - 1. The above rules and regulations would apply to any trip under school supervision.
 - 2. Pupils shall respect the wishes of a competent chaperone appointed by the school.
 - 3. On all activity trips, during winter months, caps, boot, and gloves must accompany students.
- E. Inappropriate Behavior
 - 1. All inappropriate behavior, insubordination, or other violation of school bus policies will be reported to the administration.
 - 2. The administration will meet with the students and complete a report. Parents will be notified of the incident and any consequences that may have occurred.
 - 3. Riding the school is a privilege and the administration reserves to revoke the privilege due to inappropriate behavior.
- F. School Transportation other than buses
 - 1. All student passengers are to wear seat belts at all times.

SCHOOL PROPERTY

Damage or destruction of school property will not be tolerated. Reimbursement for damages will be expected in cases of vandalism as opposed to accidental damage. The damage must be paid prior to leaving school. The school owns all textbooks. Students are expected to take care of all books and must not deface them. If textbooks have sustained more than reasonable wear, a charge will be made to the student. Textbook fee for books 0-3 years old will be the cost of new textbook plus shipping. If the textbook is older than 3 years, the fee will be cost of a used book (if available) plus shipping. If a used book is not available, then the fee will be the cost of a new book.

USAGE OF GYM

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

USAGE OF TELEPHONE

The telephones at Hebron Public School are for business use only. Student's use of the telephone in the office and classrooms is for essential and emergency calls only. Phone usage is limited to the following hours: prior to school, lunchtime, and after school. Incoming calls, not classified as urgent, will be handled through a message and students will make return calls between classes, at noon, or after school. Permission must always be granted by school personnel to use the office phone. Student calls are to be limited to two (2) minutes. Misuse of the phone will result in loss of phone privileges. At no time will a student be called out of class to take a phone call unless it is an emergency.

COPY MACHINES

The copy machines in Hebron Public School are off limits to all students unless given permission by teacher or staff. Copies are to be made by staff members only. Copying of student notes is prohibited without classroom instructors' permission.

ANIMALS IN THE CLASSROOM OR ON SCHOOL PROPERTY

Animals are not allowed in the Hebron Public School building without prior approval of the teacher and the administrator. Refer to School Board policies ACBC and ACBC-AR.

SKATEBOARDS

Skateboards, roller blades, or Heelys (tennis shoes with wheels) are not to be ridden/worn in the school building or school grounds at any time.

LIBRARY POLICIES

“Inspiring a Journey”

PHILOSOPHY AND MISSION

The Hebron Public School is committed to operating a school library that provides access to educational resources in a variety of formats to students, teachers, administrators, and staff. We will provide resources that show all sides of the issues, speak to a range of skill levels, and appeal to different tastes. We will strive to aid students, faculty, and staff in using resources for academic purposes and leisure time without being biased toward certain materials. We will provide services and equal access to all students, faculty, and staff who are interested. The librarian and library staff will assist teachers with curriculum, focusing on reading and writing goals.

VISION STATEMENT

Organize and provide access to information and universal knowledge, protect intellectual freedom, and promote the value and joy of reading, in order to enrich the lives of the people of our community.”

LIBRARY PROCEDURES

All elementary books have a weekly checkout. All high school books have a two-week checkout. Books may be renewed as long as the book is brought back for renewal. References may be checked out overnight, for weekends, and when arrangements are made by the classroom teacher. If materials are lost or damaged when checked out, they must be replaced by the person who had them checked out. No students are allowed in the library when the librarian or teacher is not present. High school students will not use the library when the elementary students are using the library.

STUDENT RESPONSIBILITY

Students are responsible to return all materials back to their original place; which includes reference books, magazines, newspapers, etc.

LIBRARY CONDUCT

All patrons are to be respectful to the library learning community and patrons within. Excessive noise and/or commotion will not be tolerated.

MAGAZINES

Magazines will be located in the media center area of the library and may be checked out for daily checkouts and due back in the library the following morning. Arrangements may be made with the librarian for extended use. Some magazines may be placed in study halls

INTER-LIBRARY LOAN

Materials that are needed and cannot be found in the school library, the student should contact the librarian. The materials may be obtained through the State Library. A minimum of one week's time is required for material arrival. The librarian will contact the student when the materials arrive.

LOST/DAMAGED MATERIALS

Students will be expected to pay for lost and/or damaged library material.

INTELLECTUAL FREEDOM STATEMENT

The Hebron Public School supports and agrees with the philosophy statements contained in:
The American Library Association "Library Bill of Rights"
The American Association of School Librarians "School Library Bill of Rights"

We support the principles in intellectual freedom, which are inherent in the First Amendment of the United States Constitution and believe these principles must be protected and preserved to assist the growth of informed and responsible citizens. We support policies, which assure the confidentiality of library records. We support free access to ideas in a free society and freedom of choice.

We support the establishment of policies and procedures by the legal governing board of a school district which provide for selection of library materials by certificated library media personnel in conjunction with other certificated staff, which will reflect the varied groups in America so that students may develop the ability to form judgments based on full information; and which support the curriculum, as well as encourage growth not only in knowledge, but in literary, cultural, and aesthetic appreciations.

We support selection policies, which provide for a wide range of materials appropriate for the user, placing principle above personal opinion and reason above prejudice.

DISCIPLINE

DISCIPLINE GUIDELINES

Hebron Elementary school uses a ticket system.

The step-ladder program (as illustrated on the following page) for safety and discipline is a program of ascending consequences. It is the discipline program used at Hebron Elementary School. It is published so that parents, students and other interested parties may become familiar with the system.

In order for a student to learn and for a teacher to instruct, there must be an atmosphere in the school that is conducive to learning. Behavior that interrupts or disturbs this orderly environment cannot be tolerated and must be dealt with promptly, firmly and consistently. This program assists the student in making good choices and helps him/her manage his/her own behavior. This is a lifelong skill that is imperative to success in later life.

The “Step” system approach to school discipline is based on the belief that students must be responsible for ALL OF THEIR ACTIONS while in attendance at school. When students are referred to the administration for a violation of school rules, the administration bases the resulting consequences on HOW MANY TIMES AND FOR WHAT REASONS the student has been sent to the office during the current school year. For example, a student that consistently disrupts the learning environment needs to receive a more severe consequence than the “first time” offender. **The step system provides every student with an opportunity to redeem themselves and move backwards on the disciplinary ladder. A student not referred to the office for ten (10) school days will move one step down the ladder. This allows each student to “wipe their disciplinary slate clean” should they so choose.** Hebron Elementary has incorporated Conscious Discipline and Response to Intervention-behavior (RTI-b) to ensure safety and respect in our school.

AGGRESSIVE PHYSICAL CONTACT/FIGHTING

Aggressive physical contact/fighting at recess will have additional consequences from the Hebron Elementary Discipline Ladder.

- Aggressive physical contact/fighting- First Offense: K-3- Stand at outside wall for remainder of recess and 45 min. of detention. 4-6- Sent inside to classroom teacher and 1 hour of detention.
- Aggressive physical contact/fighting- Second Offense: K-6- No recess for 2 days. K-3- 1 hour of detention. Grades 4-6- 1 and ½ hours of detention.
- Aggressive physical contact/fighting- Third Offense: K-6- No recess for 1 week. K-6- The third offense in level 2 promotes to a level 3. A meeting with parents, student, teacher, RTI-b team, and principal will occur if a student is involved in aggressive physical contact/fighting for a **third time**. RTI will be conducted to determine specific needs and interventions, including the development or revision of an individual behavior plan.
- Aggressive physical contact/fighting- Fourth Offense: K-6- No recess for 2 weeks. K-6- Meeting with parents will be scheduled
- Aggressive physical contact/fighting- Fifth Offense: K-6- Principal/teacher discretion- No recess for remainder of semester or school year. Meeting with parents will be scheduled.

HEBRON ELEMENTARY SCHOOL DISCIPLINE LADDER



LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
OFFENSE	CONSEQUENCE	OFFENSE	CONSEQUENCE	OFFENSE	CONSEQUENCE	OFFENSE	CONSEQUENCE	OFFENSE	CONSEQUENCE
Inappropriate language	1st offense-15 min detention	Aggressive physical contact/ fighting	Grades 4-6 1st offense-1 hour detention	Bullying/ Harassment	½ day in-school suspension- discretion of RTI-b team	Bullying/ Harassment	2-10 days in-school suspension, may include out-of-school suspension or expulsion	Possession or using weapons	4-10 days out-of-school suspension or expulsion & notify authorities
Teasing	2nd offense-30 to 45 min detention	Credible threats	2nd offense-1½ hours detention	Leaving school property	1-2 days in-school suspension	Being under the influence of alcohol or other mind altering drugs	Notify authorities (if applicable)		
Non-compliance	The 3 rd offense in level 1 promotes to a level 2	Destruction	The 3 rd offense in level 2 promotes to a level 3	Insubordination	The 3 rd offense in level 3 promotes to a level 4	Deliberate action that can endanger the life, health, or safety of other			
Unsafe or rough play/ minor aggression	*After third offense of any combination of offenses, student will be referred to the RTI-b team.	Major dishonesty	Grades K-3 1st Offense-45 min detention	Possession of tobacco/alcohol	Notify authorities (if applicable)	Major vandalism			
Minor dishonesty		Stealing	2nd Offense-1 hour detention	Major threats		3 rd offense of Level 3			
Pattern of not completing homework		3 rd offense of Level 1	The 3 rd offense in level 2 promotes to a level 3. After 3 rd offense in level 2 the RTI-b team will have a meeting with the parents.	3 rd offense of Level 2					
Disrespect									

A student with no incidents for 10 school days, will move back a level. Parents will be contacted every time student has detention.

Detention will be served on the day of the infraction, unless if it on Wednesday and student has church activities.

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

SUSPENSION AND DETENTION OF STUDENTS

The school will suspend a student from school up to ten days or implement detention for insubordination, habitual disobedience, usage of profanity, or disorderly conduct. In each case of suspension, the school shall give immediate notice of the suspension and the reason to the student, parent/guardian of the student, and the superintendent.

PENALTY FOR WILLFUL DISTURBANCE OF SCHOOL

North Dakota Century Code 15.1-06-16. It is a Class B Misdemeanor for any person to:

1. Willfully disturb a public school that is in session;
2. Willfully interfere with or interrupt the proper order or management of a public school by an act of violence, boisterous conduct, or threatening language; or rebuke, insult, or threaten a teacher in the presence of a student.

HARASSMENT

Harassment at Hebron Public School is defined as one of two types: Sexual Harassment and Peer-to-Peer Harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws, which prohibit sex discrimination.

A learning and working environment that is free from sexual harassment will be maintained in the Hebron Public School District. It will be a violation of policy for any member of the district staff to harass another staff member or student, or for students to harass other students or staff members through conduct or communications of a sexual nature. Administrators and supervisors will make it clear to the students that sexual harassment is prohibited by board policy and is grounds for disciplinary action.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical conduct, or communication of a sexual nature. It may also include remarks with sexual or demeaning implications.

Peer to peer harassment may be defined, but not limited to, the conduct that has the purpose or effect of unreasonably interfering with the individual's work performance or other conduct that creates an intimidating, hostile, demeaning, and/or offensive student environment. Included are disrespect, insults, derogatory names, dishonor, verbal abuse, physical abuse, and abuse in written form.

Any person who alleges sexual harassment by any staff member or student in the school district may report directly to his or her immediate advisor, counselor, principal or superintendent. If a student tells a teacher, the teacher will immediately refer the alleged complaint to the principal for investigation. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. The victim of harassment will be required to file a voluntary statement with the principal before investigation will begin.

A substantiated charge against a student in grades 7-12 in the school district will subject that student to action according to the Discipline Guidelines. A substantial charge against an elementary student will be subject to detention at the discretion of the elementary principal.

In all of the above cases, parents of the parties involved will be notified of the offense and a copy of the documentation is added to the student's permanent record. The students and parents have the right to notify the authorities to file charges against the perpetrator.

Students will be informed of their rights and remedies under the law at the beginning of the school term's student assembly and will be incorporated in the parent-student handbook distributed each school term.

Repeated attempts at harassment will be considered bullying and dealt with as such.

TECHNOLOGY

There will be no use of technology without staff supervision. Students must get permission from an instructor to work in the computer labs/high tech lab /mobile labs.

All computer files stored on school computers/server are subject to periodic monitoring. Each student is responsible for the privacy of their password and the contents contained in their folder. If a student has encountered a problem with the information in the folder and/or password, it is the student's responsibility to contact the administration.

Students may access the system only under their own name and password to use their personal files and approved software. No outside software will be allowed unless approved by an instructor. No personal computers, laptop or any devices not owned by the school district may be connected to the school equipment without authorization from school administration. Under no circumstances should a student download any file from any source onto a school machine or onto the school's network without authorization from the supervising teacher.

Internet connection and use requires that the user take full responsibility for his/her own actions. Hebron Public School, along with other organizations sponsoring the Internet hookup, will NOT be liable for the actions of anyone connecting to the Internet through this hookup. All users shall assume full liability—legal, financial, or otherwise—for their actions.

Students will only be able to access social media websites for educational purposes only with instructor approval and monitoring.

Due to the ever-changing nature of the technology involved with the Internet, Hebron Public School reserves the right to modify or change this policy to deal with unforeseen circumstances that must be dealt with for the protection of the students and the system.

UNACCEPTABLE USE OF THE INTERNET

1. Using the network for any illegal activity, including violation of copyright or other contracts.
2. Using of the network for financial or commercial gain.
3. Degrading or disrupting equipment, software, or system performance.
4. Vandalizing the data of another user.
5. Wastefully using resources such as paper and ink.
6. Gaining unauthorized access to resources or entities.
7. Invading the privacy of individuals
8. Using an account/password/login of another user.
9. Posting personal communications without the original author's consent.
10. Posting anonymous messages.
11. Downloading, storing, or printing ANY files or messages that are profane, obscene, or that uses language, which offends or tends to degrade others.
12. Violating any "content guidelines" which will be imposed by the school.

TECHNOLOGY VANDALISM/HARASSMENT

Vandalism of any sort will not be tolerated and could lead to permanent suspension of computer privileges. Vandalism will not only include any act of damaging or defacing the actual computer hardware, but also any attempt to harm or destroy any data on the Internet or any internal system. Creating or trying to load a virus would be considered a serious act of vandalism. Harassment is the attempt to badger or intimidate others or interfere with another user's communications or works. Repeated harassment will be considered bullying.

Violation of any of the above policies may result in immediate suspension from technology. Length of suspension will be at least one week for the first offense and possible permanent loss of privileges to technology for the remainder of the year for subsequent offenses. Violation may also lead to detention, suspension and/or expulsion.

BEARCAT ATHLETIC POLICY

I. MISSION

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

II. PHILOSOPHY

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

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

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

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

III. BASIC PRINCIPLES

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

IV. **SPORTSMANSHIP**

g. Code of Conduct

- i. The Bearcat athletic program has implemented the following Code of Conduct for parents, guardians, spectators, and students.
- ii. Parents/guardians will not force their child to participate in sports.
- iii. Parents/guardians and spectators will remember that children participate in sports to have fun, and that the game is for youth, not adults.
- iv. Parents/guardians and spectators will learn the rules of the game and the policies of the school.
- v. Parents/guardians and spectators will be a positive role model for student athletes and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, umpires, officials, and other spectators.
- vi. Parents/guardians, spectators, and students will not engage in any kind of unsportsmanlike conduct with any player, coach, umpire, official, or spectator, such as booing or taunting, refusing to shake hands, or using profane language or gestures.
- vii. Parents/guardians will not encourage behaviors or practices that would endanger the health and well-being of the athletes.
- viii. Parents/guardians will teach their children to play by the rules and to resolve conflicts without resorting to hostility and violence.
- ix. Parents/guardians will demand that their children treat other players, coaches, umpires, officials, and spectators with respect regardless of race, creed, color, sex, or ability.
- x. Parents/guardians will teach their children that doing one's best is more important than winning, so that their child will never feel defeated by the outcome of a game or his/her performance.
- xi. Parents/guardians will praise their children for competing fairly and trying hard.
- xii. Parents/guardians and spectators will not ridicule or yell at any player for making a mistake or losing a competition.
- xiii. Parents/guardians will emphasize skill development and practice and how this benefits my child over winning.
- xiv. Parents/guardians will promote the emotional and physical well-being of the athletes over their personal desire to have their children win.
- xv. Parents/guardians, spectators, and students will respect the officials and their authority during games.
- xvi. Parents/guardians will demand a sports environment that is free from drugs, tobacco, and alcohol.
- xvii. Parents/guardians and spectators will refrain from coaching any player or players during games or practices, unless that parent/guardian or spectator is one of the official coaches of the team.
- xviii. Parents/guardians will adhere to all rules and regulations set by the Bearcat Athletic Program.

h. **Student Responsibilities**

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

i. **Communication with Coaches, Players, and Officials During Contests**

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

- j. **Consequences for Displaying Unsportsmanlike Behavior/Violating the Code of Conduct**
 - i. Depending on the severity of the action, the student, parent, employee, coach, or spectator will be warned or removed from the event.
 - ii. Depending on the severity of the inappropriate behavior, the student, parent, employee, coach, or spectator may be suspended from attending activities for a period of one activity up to the rest of the school year.
 - iii. Repeated incidents may result in the loss of these privileges for a year or more.
 - iv. Students may be suspended from school for inappropriate behavior at school-sponsored events.
 - v. Students will extend an apology – either written or verbal, whichever is appropriate – to those people who they have offended.
 - vi. Administrators present at the event will be responsible for enforcing this policy.
 - vii. Our goal is to have all students and spectators behave in a manner that portrays good sportsmanship and proper behavior at school sponsored events.

V. **TRANSPORTATION TO SCHOOL-SPONSORED EVENTS**

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

VI. **TRAINING HOURS**

- a. Training hours (curfew) for students are as follows:
 - viii. Sunday – Thursday: 10:30 pm
 - ix. Friday & Saturday: 12:30 am
- b. Adjustments to the curfew may be made at the sole discretion of the coach.
- c. Violations of training hours (curfew): a one-game suspension for the first offense, and a two-game suspension for the second offense. The player will be suspended from the team following the third offense.

VII. **PRACTICE ATTENDANCE**

- a. The North Dakota High School Activities Association established starting dates for all athletic seasons. A minimum of nine (9) daily practices for grades 7-12, and eight (8) for elementary sports before the student’s first competition is required. The coaches and athletic directors will establish all dates and times for practices. Excused practices are determined by the coach/advisor, and include but are not limited to illness, medical appointments, family emergencies, and work when absolutely unavoidable and necessary.
- b. To obtain an excused absence, the coach must be notified in advance.
- c. Penalties for unexcused absences:
 - x. First: Warning, but allowed to play/participate
 - xi. Second: One game/match/meet suspension
 - xii. Third: Dismissal from team
- d. Penalties will be the same for students who miss part of a practice for an inexcusable reason.

- e. Injured players are expected to attend practice unless excused by the coach.
- f. Students who have been suspended from the team for alcohol, tobacco, or drug violations may continue to practice at the coach's discretion but are not allowed to travel with the team. During home games, the student may sit on or near the bench (as determined by the coach) out of uniform.
- g. Students who have been suspended from the team for academic ineligibility must practice with the team, but are not allowed to travel or sit with the team.
- h. Students who have been dismissed from class or received detention are subject to the following consequences:
 - xiii. First: Warning, but allowed to participate
 - xiv. Second: One game/match/meet suspended; allowed to travel and sit with team
 - xv. Third: Dismissed from team
- i. Students who have received a suspension will not practice, travel, or sit with the team for the duration of the suspension.

VIII. **APPEARANCE**

Students representing the Bearcat athletic program will wear dress clothes to and from athletic events unless other arrangements have been made by the coach. Failure to comply with this policy will result in a one-game suspension for the first offense, a two-game suspension for the second offense, and dismissal from the team for the third offense. No blue jeans or t-shirts are permitted. Head attire such as baseball caps are not allowed for indoor activities. Team uniforms should be worn only during competitions unless otherwise approved by the coach.

IX. **LOCKER ROOM**

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

X. **CELL PHONES**

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

XI. **UNIFORMS**

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

XII. **AWARDS**

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

- i. Football: Participation in five (5) quarters of varsity activity
- ii. Basketball: Participation in eight (8) quarters of varsity activity
- iii. Volleyball: Participation in eight (8) varsity games
- iv. Track: Participation in three-fourths (75%) of varsity meets
- v. Cheerleading: Participation in three-fourths (75%) of varsity games
- vi. Golf: Recording a score at a varsity match, with that score becoming part of the total

varsity team's score

XIII. **PHYSICALS AND ACCIDENTS**

- a. Each student who participates in an athletic activity in grades 4 – 12 must complete a physical each year and submit the completed form to his/her coach at or before the first practice.
- b. Catastrophic injuries can and do occur when students participate in athletics. The film “At Risk” will be shown each year to all athletes. Parents are also encouraged to view the film. It is the responsibility of each parent/guardian inform the coach of any physical disability or ailment that may affect the safety of his/her child or the safety of others. It also is the responsibility of each parent/guardian to see that his or her child is covered for accidents or injuries that may occur at school or in school-sponsored events.

XIV. **PUBLIC/PARENT CONCERNS ABOUT ACTIVITY PROGRAMS**

- a. Parent/coach communication is important for all athletic programs. Every coach will conduct a parent meeting at the beginning of each sport season to discuss program expectations and address any parental or athlete questions. We strongly encourage each parent to attend these meetings to aid in the communication process.
- b. If parents or patrons wish to speak to a coach regarding a specific situation, they should contact the coach to set up a meeting to discuss their concerns. Decisions on subjects such as playing time, team strategy, and team members are the responsibility of the coach. If a parent wishes to discuss the events of a specific game or match, that meeting will be held no sooner than the following day.
- c. Formal Complaint Policy
 - 1. Wait 24 hours to contact a coach.
 - 2. Have the student athlete first meet with the coach to address a concern.
 - 3. If the student is not satisfied with the decision, parent can schedule a meeting with the coach. At the coach’s discretion, they can either meet with parent individually or have the A. D. be in the meeting with the parent.
 - 4. Parent can appeal the decision to the A. D. after meeting the coach.
 - 5. Parent can appeal the decision to the superintendent for a final appeal if so desired.

MISCELLANEOUS POLICIES

WEAPONS POLICY

The Hebron Public School Board (Policy FFD) determines that possession and/or use of a weapon by student is detrimental to the welfare and safety of the students and school personnel within the district.

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

Violation of this policy will result in action according to the Disciplinary Guidelines. All weapons will be confiscated and may be turned over to the student's parents or to law enforcement officials at the discretion of the administration.

Educational classes held in the school facility, before or after normal school hours, are permissible if permission is granted by the superintendent/principal prior to this educational training for youth and adults. All weapons must be removed from the school premises after each educational class. The weapon must be unloaded upon entry into the building and remain unloaded for the duration of the class.

Bringing a firearm to any setting that is under the control and supervision of the school, as defined in 18 U.S.C. 921, will require that proceedings for the expulsion of the student involved for a minimum of one calendar year be initiated immediately by the principal. A firearm is defined as a weapon (including a starter gun) will or is designed to, or may readily be converted to; expel a projectile by the action of an explosive. The superintendent may recommend a modification of the expulsion on a case by case basis. This modification shall be based on the circumstances revealed in the investigation into the incident conducted by the superintendent or other person designated by the superintendent to conduct the investigation. Alternate education may be provided for students who are expelled under this section. The principal or superintendent will notify law enforcement.

Other violation of this policy will require that proceedings for the suspension and/or expulsion until the end of the current school term be initiated immediately by the superintendent/principal.

COPYRIGHT LAW

The Hebron Public School administration, staff, and students will abide by the guidelines of the copyright law of the United States, (Title 17 - United States Code), which relates or governs the making of photocopies or other reproductions of copyright materials. The law is the Copyright Revision Act of 1976 (PL - 94-553).

CHEATING

All school work should remain the property of each individual student. At no time may a student copy, electronically or paper pencil, the work of another person or source and submit it as though the work were his/her own. Copying of another person's ideas and/or works, whether intentional or not, in whole or in part, from a print or non-print source, and using those ideas or works as ones' own is plagiarism and shall be referred to the principal.

ADMINISTRATION OF A PHYSICAL RESTRAINT

All attempts, including NCI (Non-Crisis Intervention) training, will be made to avoid administration of physical restraint. If all attempts have been exhausted, a student's parent/guardian/emergency contact will be called and will need to come to the school to help deescalate the student. The other students will be removed to a predetermined location to carry on with their learning while the parent/guardian/emergency contact helps with the student. If there is imminent danger to the student or his/her peers, administration of physical restraint becomes necessary and will be used in accordance with the NCI training.

In accordance with Hebron Public School District policy, the following are procedures in properly utilizing physical restraints or seclusion within an educational setting. It is the intent of the District to promote a safe and productive educational environment and workplace for our students and staff.

Definitions

- a. "Physical restraint" shall mean the use of physical intervention immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. This definition excludes physical prompts and physically escorting a student so long as the physical prompt/escort does not render a student immobile.
- b. "Dangerous behavior" shall mean behavior which may immediately result, or has resulted in harm to self or others (OR Behavior that has or may immediately result in extensive damage to property). OR CRDC is violent, disturbed, or depressed behavior which may immediately result, or has resulted, in harm to that person or other persons (or behavior that has or may immediately result in extensive or extreme damage to property).
- c. "Seclusion" is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming or as a part of an approved plan such as an IEP, 504, or BIP.

Training - Trained school personnel shall receive approved physical intervention training to administer physical restraints. These training requirements shall not preclude a teacher or school employee from using reasonable force to protect students, other persons, or themselves from assault.

When to Use - Physical restraint may be used when student is endangering self or others. When administering a physical restraint, personnel shall use the safest methods available, appropriate to the situation, and shall discontinue the restraint as soon as possible. Physical restraints should not be used as a means of punishment or discipline. No restraint shall be administered in such a way that a student is prevented from breathing or speaking. (Therefore, floor and prone restraints are prohibited.)

Witness - If possible, the use of the physical restraints shall be witnessed by at least one adult who does not participate in the physical restraint.

Safety Check - During administration of a restraint, school personnel shall continuously monitor the physical status of the student. (If at any time during the physical restraint the student demonstrates physical distress, the student will be released from the restraint immediately, and staff will seek medical assistance and complete an emergency/incident report.)

Duration - A restraint shall be immediately released upon determination by the school personnel administering the restraint that the student is no longer at risk of causing physical harm to self or others.

Reporting

- a. The use of physical restraint by staff, shall be reported as soon as possible to the building principal or administrative designee both verbally and in writing. The written report will be submitted via PowerSchool within 24 hours.
- b. The principal of the school shall maintain an on-going record of all reported instances of physical restraint. A record of seclusion will be maintained and reported to the parents.
- c. The principal or administrative designee shall inform the student's parents or guardians of the use physical restraint with their child, when practical, on the same day that restraint or

extended seclusion was used. If attempts to contact parent/guardian are unsuccessful, the principal or administrative designee shall document a description of notification attempts.

d. The principal or administrative designee shall provide the Office of the Superintendent or designee with a copy of the written report of a physical restraint when such restraint has resulted in a serious injury to a student or staff member.

Follow up – (At an appropriate time) after the restraint release, the principal or staff designee shall implement follow-up procedures including: review the restraint with the student to address the behavior that precipitated the restraint, review the incident with school personnel who administered the restraint to discuss if procedures were followed, consider whether any follow-up is appropriate for the students who witnessed the incident and notify parent/guardian of student who was restrained to inform them of the use of physical restraint with their child.

Compliant Procedures – A parent/guardian who has concerns regarding a specific use of restraint may follow the complaint procedures set forth in district policy.

USAGE OF TOBACCO, VAPES, JUULS, AND CONTROLLED SUBSTANCES

The usage of tobacco and tobacco products, vapes, juuls, any alcoholic beverage or any controlled substance on school property, or school supervised student parking area and athletic complex is **STRICTLY PROHIBITED AT ALL TIMES BY THE STUDENTS**. Violations of this rule will result in suspension and will be reported to the authorities.

PROCEDURE FOLLOWED WHEN VIOLATION IS REPORTED:

The school administration, principal, or athletic director shall immediately investigate any alleged violation of the alcohol, tobacco, vapes, juuls, and controlled substance rule that is made known to the administration and if the administrator finds probable cause to believe that this rule has been violated he shall give the student notice as stated below.

The period of suspension shall begin from the date and time of notification is given to the student and parent by the school administrator. The student shall have the right to a hearing within three school days after such notification. The Hearing officers may include the administrator, principal, or athletic director. During the period between notification and hearing, the suspension may be deferred for good cause or reverse consideration granted. The student and parents shall have the right to be present at the hearing and offer such testimony and other evidence that student deems necessary. Said student shall also have the right to confront and question the person(s) who has complained of the student's violation of this rule. If the student is not satisfied by the ruling of the hearing officers, such student shall have the right to have the ruling reviewed by the Board of Education.

CHEMICAL AWARENESS POLICY

Hebron Public School District is concerned about the misuse of mood-altering chemicals, which includes both alcohol and drugs, and finds it increasingly important to provide a positive force for the students, their families, and staff and the community to be aware of the long-lasting dangers of chemical involvement.

The primary responsibility for helping students of chemical involvement lies with their parents. Hebron Public School and its staff will institute a Chemical Awareness Program to help students prepare to lead healthy, constructive chemical free lives by successfully meeting the challenges of today. A chemical curriculum/program will be given to all students through their respective health program, special lyceum sessions, and supportive programs offered to students.

STUDENT DRUG/ABUSE POLICY

The school has a clear responsibility to maintain an atmosphere, which will promote a quality-learning environment. Because the use of drugs, alcohol, and other chemicals among young people has become a major problem in our country and because the use and availability of these substances on school campuses interfere with the educational process, this policy is being adopted and implemented. The policy designed to help eradicate the influence of drugs, alcohol, and other chemicals with in the school environment. As such, it is designed to promote chemical health and protect students in the school environment by imposing consequences for misbehavior as well as educating,

detering and preventing abuse of chemicals. It is also designed to serve as a guide for faculty and staff in implementing intervention procedures for students.

Education

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

Prohibited Activities

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

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

This applies to any student who is on school property, who attends school or at a school-sponsored activity or whose conduct at any time or in any place interferes with or obstructs the mission or operations of the School District or the safety or welfare of students or employees.

Prohibited Substances

1. Alcohol or any alcoholic beverage;
2. Any controlled substance or dangerous drug as defined by NDCC Sections 19-03.1-05 through 19-03.1-13 and 19.03.1-26 (paraphernalia) or as defined by Section 812, Schedules I-V, of Title 21, United States Code, Section 801, et seq., including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, any depressant, any form of tobacco, any vape, any juul, and all other illicit drugs;
3. Any toxic glue or aerosol paint or any other chemical substance, for inhalation, including but not limited to, lighter fluid, white out, and reproduction fluid;
4. Any prescription or non-prescription drug, medicine, vitamin, or other chemical including, but not limited to aspirin, other pain release, stimulants, diet pills, or other type of vitamins, pep pills, "no doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive remedies, depressants, and sleeping pills not be taken in accordance with the authorized use policy.

AUTHORIZED USE

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin, shall follow the procedures of Policy FEAA - Administering Medicine to Students, which requires a prior permission signed by the parent any medication that is to be given. Prescription medications that are to be dispensed at school must be in the proper prescription label.

Violation

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

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

Intervention

Hebron Public School also recognizes the responsibility to assist students in recognizing their own addiction. It is realized that the public school has neither the authority nor the responsibility to make medical or other health determinations regarding chemical dependency. However, when observed behavior indicated 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 Hebron Public School encourages faculty members to be observant of student behavior and to participate in a program of intervention. Faculty members may use the attached checklist to determine whether observed behavior should be reported. If the faculty member decides that the behavior indicated a possible prohibited activity, the student should be reported to the Principal/Superintendent.

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

If, after conferring with the student, the Principal/Superintendent believes that there is a probability that the student may be chemically dependent, the student and/or the student's parent(s)/guardian will be told that it is necessary that the student receive a formal chemical dependency diagnosis.

The school will make a reasonable effort to cooperate with a therapy program if one is recommended for the student. The School Board of the Hebron School District believes that if a student is involved in a chemical dependency program and is successfully addressing his/her harmful involvement with chemicals, he/she may continue in the regular school setting and continue to participate in any extra-curricular program unless participation is in conflict with rules and regulations set forth by the Hebron School District School Board and the North Dakota High School Activities Association.

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

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

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

Policy Implementation

A copy of this policy will be printed in the student handbook and will be given annually to each student. Student handbooks will be used to inform students that the use of alcohol and other drugs is wrong and harmful and is not permissible. Students, employees, and parents will be given a copy of the standards of conduct and the statement of sanctions required concerning the possession, use or distribution of illicit drugs and alcohol. Compliance with these standards of conduct is mandatory.

The Hebron Public School District will review this policy and its implementation annually to ensure that disciplinary sanctions are consistently applied and to determine the effectiveness of the program for the prevention of alcohol and other drug use/abuse.

GRIEVANCE PROCEDURE

Any person who believes himself/herself or any other individuals to be subjected to sex discrimination and/or harassment may by himself/herself or by a representative file a complaint as outlined below. A complaint must be filed no later than 180 days from date of alleged discrimination unless the time for filing is extended by the responsible official or his/her designate.

Complaint Procedure

Any student or employee of Hebron Public School District No. 13 may file a complaint alleging sex discrimination and or harassment in any of the programs or activities of the school district as follows:

1. An oral complaint may be formally filed with the principal or immediate superior of a complaining employee OR
2. A formal written complaint may be filed with the principal or with the superintendent who has been designated as the person responsible for coordinating the efforts of Hebron Public School District No.13 to comply with Title IX, including the investigation of complaints alleging non-compliance. The post office box number and telephone number of our coordinator are as follows: Office of Superintendent, 400 Church Ave. Hebron, ND 58638 Ph: 701-878-4442.

Any person lodging an informal oral complaint reserves the right to file a formal written complaint within 60 days of filing the oral complaint. Further, a formal written complaint must be filed as outlined in (2) above, prior to the filing of an appeal as outlined below.

Formal Appeal Procedure

When a formal written complaint has been filed as outlined above, if an equitable resolution of that complaint has been obtained within 15 days of the filing of said complaint, or if the allegations of the written complaint are rejected as unfounded, then the complainant shall have the right to file a formal written appeal within 30 days after the final decision has been submitted in writing to the complainant.

Such an appeal should be made to the School Board of Hebron Public School District No. 13 (or to the State Department of Public Instruction). Upon receipt of an appeal, a date shall be fixed for a hearing to be held not less than 20 days after receipt of the appeal. Both the School Board and the complainant shall have the right to:

1. Be represented by counsel;
2. Introduce all relevant evidence on the issue;
3. Take direct testimony of any witness, given orally under oath or affirmation;
4. Cross examine witnesses on any matter material to the proceeding, without regard to the scope of his/her direct examination;
5. Have the proceeding transcribed by a court reporter, at the expense of the person requesting such transcript.

In addition to the above specified procedural rights, the provisions applicable to Title IV of the Civil Rights Act of 1964 as found at 45 CRF Section 80.6 - 80.11 and 34 CRF Part 81 are also made applicable to Formal Appeals under Title IX.

Any student or employee of the Hebron Public School District No. 13 shall also be entitled to submit any complaint of alleged discrimination on the basis of sex directly to the Office for Civil Rights of the United States Department of Education, by sending said complaint to: Office of Civil Rights; United States Department of Education; 111 North Canal Street, Suite 1053; Chicago, Illinois 60606-7204.

FAMILY EDUCATION RIGHTS & PRIVACY ACT

This act is a federal law affecting public schools and records, the following explained is necessary to publish so the public is notified in accordance with the Family Education Rights and Privacy Act.

1. Parents and students (18 years or older) have the right to inspect and review the student's educational records.
2. Students or parents wishing a copy of the permanent record for personal use or to be mailed to another similar school or a school of higher education must complete a release of information form which is available at the school the student attends. Eligible students (18 years or older) must sign the form for the release of record while parents must sign for the students under the age of 18.
3. An eligible student or a student's parents have the right to seek to correct parts of the student's educational record which he or she believes to be inaccurate, misleading or in violation of student's rights. This right includes a request for a hearing to present the evidence that part(s) of the record be changed if the school district decides not to alter or refuses to change.
4. Specific directory information, such as student's name, address, telephone listing, date and place of birth, major field of studies, participation in officially recognized activities and sports, weight and height as a member of athletic teams, dates of attendance, degrees and awards received, and the most recently previous school attended by the student, and name of parent(s) may be released by the school officials. The district will also publish an honor roll. Listing on the honor roll will be considered an award. The school district will make a reasonable decision whether or not to release information to various agencies or organizations. However, any eligible student or a student's parent may request in writing during the first two weeks of school to their respective principal, if it is felt any part of the information would not be released. The request will not cover pictures taken by news media related to school events.
5. Any person has the right to file a complaint with the Department of Education in Washington, DC, if the school violates this federal law. The school district limited the disclosure of information contained in a student education record except: 1) by the prior written consent of parent or eligible student, 2) as directory information, or 3) under certain specific circumstances as permitted by federal law. The name and address of the office that administers FERPA is: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue; SW Washington, DC 20202-4605.

TITLE IX STATEMENT

The Board of Education of Hebron Public School District No. 13 in the County of Morton and State of North Dakota supports the provisions of Title IX of the Education Amendments of 1972, which commits all North Dakota schools to the elimination on the basis of sex in those programs and activities offered to its students. It is the expressed intent of Hebron Public School District No. 13 to provide equal educational opportunity of all students, free from limitations based on sex. The concept of equal educational opportunity will serve as a guide for the Board of Education, Administration and Staff in making decisions relating to employment of personnel, school facilities, intramural and interscholastic employees. This policy reflects the Final Federal Regulation of July 21, 1975.

TITLE IX POLICY--Prohibiting Sex Discrimination in Education

YOU ARE HEREBY NOTIFIED Hebron Public School District No.13 does not discriminate on the basis of sex in the education programs or activities which it operates, and that it is required by Title IX and Part 86 of the Department of Health, Education, and Welfare regulations, race, national origin, Title IV or Section 504 handicapped and PL 94-142. This requirement not to discriminate extends to educational programs and activities as well as to employment therein.

YOU ARE FURTHER NOTIFIED that inquiries concerning the application of Title IX and Title IV these parts may be referred to Myron Schaff, Superintendent, who has been designated as the person responsible for coordinating the efforts of Hebron Public School District No. 13 to comply with and carry out its responsibilities under Title IX and Title IV, including investigation of complaints alleging non-compliance. The office address and phone number is as follows: Office of Superintendent, 400 Church Avenue, Hebron Public School; Hebron, ND 58638, phone: 701-878-4442, is the employee designated for Section 504 Handicapped jurisdiction.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

General Prohibitions

The Hebron School District 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, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated 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 against or harass 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, as required by law. Outcomes may include disciplinary measures such as, termination of employment or student 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 regulations AAC-BR1 or AAC-BR2
- *Disability* is defined in accordance with NDCC 14-02.4-02(5).
- *Discrimination* means failure to treat an individual equally due to a protected status.
- *Protected status* is defined in applicable state (NDCC 14-02.4-02(6)) and federal laws.
- *Employee* is defined in accordance with NDCC 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, persistent, and/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, and/or pervasive so as to limit the student's ability to participate in or benefit from the education program or to create a hostile or abusive education environment.
- *North Dakota Human Rights Act (NDCC ch. 14-02.4)* provides protection from discrimination in the workplace on the basis of race, color, religion, sex, national origin, age, the presence of any mental or physical disability, status with regarding to marriage or public assistance, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer.
- *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. It is defined under Title IX as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature that:

- a. Constitutes *quid pro quo* harassment, 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. Is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
 - c. Constitutes sexual assault, dating violence, domestic violence, or stalking as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f) and the Violence Against Women Act, 34 U.S.C. § 12291(a).
- Sexual harassment* examples include, but are not limited to, the following:
 - a. Sexual or "dirty" jokes;
 - b. Sexual advances;
 - c. Pressure for sexual favors;
 - d. 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; and
 - 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 VI* is a federal law that provides protection from discrimination based on race, color, or national origin in employment and employment practices in programs or activities receiving federal financial assistance.
 - Title VII* is a federal law that provides protection from discrimination on the basis of race, color, religion, sex or national origin. Title VII applies to all public school districts with 15 or more employees.
 - Title IX* is a federal law that provides protection from discrimination, based on sex, in education programs or activities that receive federal financial assistance.

Other or different definitions may be set forth in board regulations AAC-BR1 or AAC-BR2.

Complaint Filing Procedure

The Board shall create an informal and formal discrimination and harassment complaint filing procedure in board regulations coded AAC-BR1. For Title IX sexual harassment

complaints, grievance procedures shall be followed in accordance with federal regulations and board regulation AAC-BR2.

The procedure provides for an impartial investigation free of conflicts of interest and bias. Nothing in this policy or in the discrimination and harassment grievance procedure prevents an individual from pursuing redress available 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 or Nondiscrimination) 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 promptly forward it to the appropriate grievance coordinator. All district employees must receive training on their reporting duties.

Grievance Coordinators

Districts must designate at least one employee to be their Title IX Coordinator and authorize such individual(s) to coordinate the district's efforts to comply with its responsibilities under the applicable regulations.

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 Superintendent, as the Title IX Coordinator. They may be contacted at: 400 Church Ave., Hebron, ND 58638 or (701) 878-4442. District must notify students, parents or legal guardians, employee and unions of the name and specified contact information for the designated Title IX Coordinator(s). The notification must also state that inquiries about the application of Title IX and its regulations may be directed to the district's Title IX Coordinator or the Assistant Secretary of Education, or both. Districts must prominently display the Title IX Coordinator(s) contact information on their website, if any, and in each handbook, it makes available to students, parents or legal guardians, employees and unions.

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 Section 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 Superintendent as the 504/Title II Coordinator. They may be contacted at: 400 Church Ave., Hebron, ND 58638 or (701) 878-4442.

The Nondiscrimination Coordinator's core responsibilities include overseeing the district's response to discrimination and harassment reports and complaints that do not include sex or disability, under applicable federal laws, but instead the other protected statuses. The Board designates the Superintendent, as the Nondiscrimination Coordinator. They may be contacted at: 400 Church Ave., Hebron, ND 58638 or (701) 878-4442.

Policy Dissemination

The Superintendent shall display this policy and complementary grievance procedures in a prominent place in each district building and publish it in student and employee handbooks.

Training

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. Employee training requirements are delineated in board exhibit AAC-E3, Discrimination and/or Harassment Training Requirements for Employees.

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

1. The definition of discrimination, harassment, and retaliation;
2. The handling of complaints under the Discrimination and Harassment Grievance Procedure (AAC-BR1); and
3. The applicability of confidentiality requirements.

In addition, the Title IX Coordinator(s), investigators, decision-makers, and those facilitating an informal resolution process, if applicable, under Title IX shall receive training in a number of areas specified in board regulation AAC-BR2.

Complementary Documents

- AAC-BR1, Discrimination and Harassment Grievance Procedure
- AAC-BR2, Title IX Sexual Harassment Grievance Procedure
- AAC-E1, Filing a State or Federal Discrimination and/or Harassment Complaint
- AAC-E2, Discrimination and/or Harassment Complaint Confidentiality Assessment
- AAC-E3, Discrimination and/or Harassment Training Requirements for Employees
- AAC-E4, Reasonable Accommodation Request Physician Form
- AAC-E5, Notice of Title IX Sexual Harassment Complaint
- ABBB, Non-Curricular Use of District Property
- DE, Staff Code of Conduct
- FGDB, Student Handbooks

End of Hebron School District #13 Policy AAC Amended: 10/14/20

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURE

The following procedure is designed to resolve discrimination, harassment, and retaliation complaints by and against students, parents, and third parties, as described in board policy, in a prompt and equitable manner. Board policy requires all students and staff 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. For Title IX sexual harassment

complaints, the procedure set forth in board regulation AAC-BR2, Title IX Sexual Harassment Grievance Procedure, will control and supersede this procedure.

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 board policy AAC, Nondiscrimination and Anti-Harassment Policy.

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 or harassment to the appropriate grievance coordinator (Title IX, 504/Title II, or Nondiscrimination) 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). Failure by a district employee to report under this regulation may result in disciplinary action.

Initiating Complaint Resolution Procedure

After receiving a discrimination and/or harassment 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 and/or harassment 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 and/or harassment 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 and/or harassment, requiring all students and staff 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 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 and/or harassment 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 or harassment 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.

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 was violated, and recommendations for corrective action, if any. The appropriate grievance coordinator shall assess if discrimination and/or harassment "more likely than not" occurred based on the following criteria:

4. Whether evidence suggests a pattern of conduct supportive of disproving the allegations of discrimination and/or harassment;
5. Whether behavior meets the definition of discrimination, harassment, and/or sexual harassment as defined in board policy;
6. Ages of the parties involved;
7. Relationship between the parties involved;
8. Severity of the conduct;
9. How often the conduct occurred, if applicable; and
10. 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 building principal shall determine if a recommendation for expulsion for an accused student should be made.

The appropriate grievance coordinator along with the 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 (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.

Records Retention

Investigation materials must be retained by the appropriate grievance coordinator (504/Title II, or Nondiscrimination) for at least six years. All Title IX sexual harassment records and training materials shall be maintained in accordance with federal regulations and board regulation AAC-BR2.

End of Hebron School District #13 Board Reg. AAC-BR1 Amended: 10/14/20

TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURE

The following procedure is designed to resolve sexual harassment and retaliation grievances by and against staff, students, parents, and third parties, as described in board

policy, in a prompt and equitable manner. In accordance with Title IX of the Education Amendments Act of 1972, the District prohibits discrimination on the basis of sex, including sexual harassment, in any district education program or activity. The District shall respond when sexual harassment occurs in the district's education program or activity against a person in the United States. Board policy requires all staff to fully cooperate when asked to participate in a harassment or retaliation investigation. The procedure contained in this regulation supersedes the district's policies regarding complaints about personnel and bullying.

Definitions

- *Actual knowledge* means notice of sexual harassment is given to the Title IX Coordinator, an official with authority to institute corrective measures, or any elementary or secondary school employee. When the District has actual knowledge of alleged sexual harassment in a district education program or activity, Title IX requires the District to respond in a manner that is not clearly unreasonable in light of the known circumstances.
- *Complainant* is an individual who is alleged to be the victim of conduct that could constitute sex harassment.
- *Document filed by a complainant* is a document or electronic submission (such as by email or through an online portal provided for this purpose by the District) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- *Education program or activity* includes locations, events, or circumstances over which the District exercises control over both the respondent and the context over which the sexual harassment occurred. This includes locations or events that occur on or off school property, and may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of, the District.
- *Exculpatory evidence* means evidence tending to exonerate a respondent or helps establish their innocence of the conduct alleged.
- *Formal Complaint* is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.
- *Inculpatory evidence* means evidence that shows, or tends to show, a person's involvement in an act, or evidence that can establish guilt of the conduct alleged.
- *Respondent* is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- *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.

- *Sexual harassment* is a form of harassment based on sex. 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, that:
 - l. Constitutes quid pro quo harassment, 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);
 - m. Is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
 - n. Constitutes sexual assault, dating violence, domestic violence, or stalking as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f) and the Violence Against Women Act, 34 U.S.C. § 12291(a).

- *Sexual harassment examples* include, but are not limited to, the following:
 - o. Sexual or "dirty" jokes;
 - p. Sexual advances;
 - q. Pressure for sexual favors;
 - r. Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - s. Displaying or distributing of sexually explicit drawings, pictures, and written materials;
 - t. Graffiti of a sexual nature;
 - u. Sexual gestures;
 - v. Touching oneself sexually or talking about one's sexual activity in front of others;
 - w. Spreading rumors about or rating other's sexual activity or performance;
 - x. Remarks about an individual's sexual orientation; and
 - y. Sexual violence, including rape, sexual battery, sexual abuse, and sexual coercion.

- *Supportive Measures* are individualized services reasonably available that are non-punitive or non-disciplinary in nature, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. Examples of possible supportive measures include, but are not necessarily limited to, counseling, extensions of deadlines or course-related adjustments, modifications of work or class schedules, a safety plan, school escort services, mutual contact restrictions, changes in work locations, leaves of absence, increased security and monitoring of certain areas on school property, and other similar measures.

Retaliation Prohibited

The District prohibits any person from intimidating, threatening, coercing, or discriminating against any individual, including complainants, respondents, and witnesses, for the purpose of interfering with any right or privilege secured by Title IX including, but not limited to, making a report or formal complaint of sexual harassment or participating (or refusing to participate) in a sexual harassment complaint investigation. This includes instances when a complaint is not substantiated. The consequences for violating this

prohibition are delineated in board policy AAC, Nondiscrimination and Anti-Harassment Policy.

Reports of Sexual Harassment

Any person may report sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment. A report may be filed in person, by mail, by telephone, by email, or by any additional method provided by the District using the contact information for the Title IX Coordinator as set forth in policy AAC. A report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator. A report should be filed as soon as possible after the alleged harassment or retaliation allegedly occurred. Delays in filing a report may cause difficulties in the investigation. Anonymous reports are permitted; however, the district's ability to offer supportive measures to a complainant, or to consider whether to initiate a grievance process against the respondent, will be affected by whether the report of sexual harassment disclosed the identity of the complainant or respondent.

With Whom Reports of Sexual Harassment May be Filed

A report of sexual harassment may be filed with the Title IX Coordinator or with any district employee. District employees are required to report any discrimination or harassment to the Title IX Coordinator when they knew (e.g., received a report, directly observed it) or should have known it was occurring (e.g., overheard students talking about an incident, witnessed discriminatory or harassing conduct on school property or at a school activity). Failure by a district employee to report under this regulation may result in disciplinary action.

Third-Party Assistance

The Title IX Coordinator or other school official responsible for conducting or overseeing sexual harassment investigations is authorized to receive assistance from the district's legal counsel throughout the process.

Responding to Reports of Sexual Harassment

After receiving a sexual harassment report or having actual knowledge of potentially harassing conduct, the Title IX Coordinator or designee shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. If supportive measures are not provided to a complainant, the Title IX Coordinator or designee shall document why supportive measures were not provided and why the lack of supportive measures is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator or designee shall also promptly contact the respondent, who must also be offered supportive measures.

Supportive measures must be designed to preserve the complainant's access to education without unreasonably burdening the respondent. Supportive measures must be coordinated by the Title IX Coordinator and kept confidential to the extent reasonably possible. Supportive measures should be equitably offered to both the complainant and the respondent and should be reasonably available before or after the filing of a formal complaint or where no formal complaint has been filed.

Disciplinary sanctions or other actions that are not supportive measures shall not be taken against the respondent unless a formal complaint is filed and an investigation is conducted in accordance with the process set forth herein.

Emergency Removal of the Respondent Student

In the event the respondent is a student and poses an immediate threat to the physical health or safety of any student or other individual, the Title IX Coordinator may remove the respondent from the district's education program or activity, or place the respondent on administrative leave on an emergency basis, with or without a grievance process pending. The decision whether to remove the respondent on an emergency basis may be made at any time during the grievance process, but must only be made after an individualized, fact-based analysis. An emergency removal decision may not be based on general assumptions about sex, or research that purports to profile characteristics of sex offense perpetrators, or statistical data about the frequency or infrequency of false or unfounded sexual misconduct allegations. Emergency removal decisions must comply with applicable state law regarding suspensions and applicable federal law and board policies regarding removal of students with disabilities.

The Title IX Coordinator shall promptly provide notice of the emergency removal decision to the respondent explaining the reasons for the removal decision. The respondent shall have the opportunity to challenge the removal decision of the Title IX Coordinator to the Superintendent or other designated decision-maker, whose decision regarding removal shall be final.

Administrative Leave for the Respondent Employee

In the event the respondent is an employee (teacher, administrator, or ancillary staff), the Superintendent is authorized to place the respondent on administrative leave when an employee is under district and/or law enforcement investigation, and the Superintendent identifies a need to temporarily remove the employee from their duties and/or job placement to protect district property, school operations, students and/or other employees. If the respondent is the Superintendent or Business Manager, the Board President is authorized to place the Superintendent or Business Manager on administrative leave.

The duration of administrative leave shall be until the investigation is complete and the Superintendent determines that the employee's potential threat or disruption to district property, school operations, students and/or other employees has passed.

Prior to placing an employee on administrative leave, the Superintendent may consider if a transfer or reassignment of the employee would be an appropriate alternative to administrative leave. A decision to transfer or reassign an employee shall not violate the terms of the employee's contract with the District or negotiated agreement, if applicable.

For certified or contract employees, administrative leave shall be with pay, and the employee shall not be required to take any applicable paid leave benefits as part of the administrative leave. For ancillary staff, administrative leave may be without pay and the employee may be permitted to take paid leave if available under the applicable leave policies.

Filing of Formal Complaint

A formal complaint regarding sexual harassment may be filed by the complainant with the Title IX Coordinator in person, by mail, by email, or by any online submission system provided by the District. A formal complaint may also be initiated and signed by the Title IX Coordinator. A formal complaint may not be filed anonymously by a complainant. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the District. The District must respect the complainant's wishes with respect to whether the Title IX Coordinator initiates a formal complaint and investigation unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator is authorized to exercise discretion to consolidate formal complaints when allegations of sexual harassment arise out of the same facts or circumstances.

Written Notice of Allegations

Upon receipt or signing of a formal sexual harassment complaint, the Title IX Coordinator must provide written notice of the allegations to the complainant and to the respondent. The written notice must:

11. Identify by name the known parties involved in the alleged misconduct, including the complainant and the respondent;
12. Include known details of the misconduct that potentially constitutes sexual harassment alleged against the respondent, including the date(s), time(s), and location(s) of the alleged conduct;
13. Advise the parties of the presumption of non-responsibility on the part of the respondent as to the allegations of sexual harassment until a determination of responsibility is made at the conclusion of the grievance process;
14. Advise the parties of the right of each to an adult advisor of their choice, including an attorney, throughout the grievance process;
15. Advise the parties of the prohibition against knowingly making a materially false statement or providing materially false information in connection with the allegations of sexual harassment set forth in the report or formal complaint and of

any potential disciplinary actions that may result if false statements or false information are knowingly provided;

16. Advise the parties of the informal resolution procedure, including the circumstances under which such procedure is available, and the right of the complainant to end the informal process at any time and begin the formal resolution procedure;
17. Advise the parties of the district's obligation to conduct a formal investigation;
18. Advise the parties of their right to advance written notice of the date, time, location, participants, and purpose of all investigative interviews;
19. Advise the parties of their right to review all evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint and their right to submit a written response to the evidence prior to the conclusion of the investigation;
20. Describe or list the range of remedies and disciplinary actions the District may impose following a determination of responsibility;
21. Inform the parties of the standard of evidence applied by the District to all complaints of sexual harassment under Title IX;
22. Describe the range of supportive measures available to both parties;
23. Explain the appeal procedures; and
24. Advise the parties not to discuss or disseminate the allegations in a manner that constitutes retaliation or unlawful tortious conduct.

Written notice of allegations must be provided with sufficient time for the parties to prepare for an initial interview and so that both parties understand the scope of the investigation and can prepare to meaningfully participate by advancing the party's own interests in the outcome of the matter. The Title IX Coordinator may use age-appropriate measures in choosing how to convey the information required to be included in the written notice. In the event allegations in the formal complaint change or additional potential violations are discovered, the Title IX Coordinator must promptly provide written notice of the changes or additional potential violations to the complainant and the respondent.

Informal and Formal Resolution Timeframes

The District is required to follow the formal resolution procedure when a formal complaint containing allegations of sexual harassment is filed. Before proceeding with the formal resolution process, the District may offer the informal resolution procedure to the complainant and the respondent when deemed appropriate and only when both parties voluntarily agree to attempt the information resolution procedure. The informal resolution procedure may not be offered to resolve allegations that an employee sexually harassed a student.

The informal resolution procedure must be completed within 30 calendar days of the receipt or signing of a formal complaint by the Title IX Coordinator, unless the Title IX

Coordinator documents good cause for a temporary or limited delay and communicates the cause for the delay to the complainant and the respondent.

The formal resolution procedure, including any appeal process, must be completed within 60 calendar days of the receipt or signing of a formal complaint by the Title IX Coordinator or a complainant or a respondent terminating the informal resolution procedure, unless the Title IX Coordinator documents good cause for a temporary or limited delay and communicates the cause for the delay to the complainant and the respondent.

The District recognizes that conduct that constitutes sexual harassment may also constitute child abuse, sexual abuse, or other crimes resulting in law enforcement investigations. In such situations and when good cause exists, the Title IX resolution procedures may be temporarily delayed in order to coordinate or cooperate with a concurrent law enforcement investigation. The existence of a concurrent law enforcement investigation does not relieve the District of its obligation to respond to reports or complaints of sexual harassment as provided by Title IX and applicable regulations.

Prohibition on Meeting with the Respondent

At no time during the informal or formal resolution process shall the complainant be required to meet in person, be confronted by, or speak directly with the respondent.

Informal Resolution Procedure

This procedure may only be used when a formal complaint is filed containing allegations of sexual harassment, when the Title IX Coordinator deems it appropriate under the circumstances, and the complainant and respondent voluntarily consent in writing to participate in the informal resolution procedure. This procedure may not be used when the complainant is a student and the respondent is a district employee. Participation in the information resolution procedure may not be a condition of enrollment or employment, or enjoyment of any other right. The formal resolution procedure must be used whenever the informal procedure is not permitted or deemed appropriate.

Prior to commencing the information resolution process, the Title IX Coordinator or other designated facilitator shall inform the parties of the informal resolution parameters, the potential consequences of participation in the process (e.g., no formal investigation undertaken, no admission of responsibility), and any confidentiality implications.

Upon commencement of the informal resolution process, the Title IX Coordinator or other designated facilitator shall gather information necessary to understand the allegations set forth in the formal complaint and to facilitate the informal resolution process. Based on this information-gathering process, the Title IX Coordinator or other designated facilitator shall propose to the parties an informal resolution process, which may include, but is not limited to:

1. Participation by the parties in mediation or other alternative dispute resolution procedure facilitated by the Title IX Coordinator, other designated facilitator, or third-party mutually agreed upon by the parties;
2. Holding a meeting (or series of meetings) with the parties and their advisors (provided all parties consent to participation) to discuss a potential resolution;
3. Development by Title IX Coordinator or other designated facilitator of written behavior expectations of the respondent to redirect conduct; or
4. Arranging a documented meeting with the respondent that involves a discussion of the sex discrimination and sexual harassment policies and requirements for compliance.

The informal resolution process may result in agreements made between the parties, facilitated by the Title IX Coordinator or other designated facilitator, that result in the provision or continuation of supportive measures, as well as disciplinary or punitive measures. These agreements may contain confidentiality requirements. Disciplinary or punitive measures may include, but are not limited to:

1. Requiring the respondent to undergo training on harassment;
2. Requiring the respondent to undergo counseling;
3. Recommend alternative placement or transfer of the respondent to different class(es), building, or campus;
4. Instituting protection mechanisms for the complainant (e.g., no-contact order, security escort, safety plan);
5. Creation of behavioral adjustment plan for the respondent;
6. In-school or out-of-school suspension for the respondent; or
7. Expulsion of the respondent for a period not to exceed the remainder of the current school year provided the respondent and the respondent's parent(s)/legal guardian(s) consent and waive any applicable due process rights in writing.

Both the complainant and the respondent must agree to the informal resolution before it may be instituted. The Title IX Coordinator shall monitor the implementation and effectiveness of the informal resolution and initiate the formal resolution procedure if the alleged harassment persists.

Both the complainant and the respondent have the right to terminate or withdraw from the informal resolution procedure and resume the formal resolution procedure at any time prior to agreeing to a resolution.

Formal Resolution Procedure

This procedure must be used whenever the informal resolution procedure is not used or is terminated before resolution. The Title IX Coordinator or other designated investigator shall conduct a fair and impartial investigation of the allegations of sexual harassment set forth in a formal complaint. If the Title IX Coordinator or other designated investigator is

the respondent or has a conflict or is biased in such a manner that may prevent a fair and impartial investigation, the Superintendent shall designate another appropriate person to conduct the investigation.

The fact-gathering portion of the investigation must be carried out or overseen by the Title IX Coordinator or other designated investigator and may consist of interviews with the complainant, the respondent, and any others who may have witnessed or otherwise have knowledge of the circumstances giving rise to the allegations in the complaint and may involve gathering and review of other information relevant to the complaint. The Title IX Coordinator or other designated investigator will investigate formal complaints in a manner that:

1. Keeps the burden of proof and burden of gathering evidence on the District while protecting every party's right to consent to the use of the party's own medical, psychological, and similar treatment records;
2. Provides the parties equal opportunity to present facts and expert witnesses and other inculpatory and exculpatory evidence before any determination regarding responsibility is made;
3. Does not restrict the parties from discussing the allegations or gathering evidence (e.g., gag orders) except as specifically provided herein or as required by applicable law;
4. Gives the parties equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney);
5. Prohibits the gathering of information protected by a legally recognized privilege (e.g., doctor-patient, attorney-client) without the appropriate party's voluntary, written waiver;
6. Requires written notice when a party's participation is invited or expected for an interview or meeting; and
7. Provides both parties an equal opportunity to review and respond to the evidence gathered during the investigation when such evidence is relevant to and directly related to the allegations set forth in the formal complaint. The parties must be provided at least ten calendar days to review and respond to the evidence gathered.

The Title IX Coordinator or other designated investigator must recognize a presumption of non-responsibility on the part of the respondent until conclusion of the investigation. The investigation must be completed as soon as reasonably practical and in line with the deadlines for completion of the formal resolution procedure as set forth herein.

Investigation Report

After the investigation process is complete, the Title IX Coordinator or other designated investigator shall complete a written report summarizing the relevant evidence and provide a copy of the completed report to the complainant and the respondent.

Within five calendar days of receipt of the investigation report, the parties may submit relevant written questions to the Title IX Coordinator or other designated investigator for the other parties and witnesses to answer before a determination regarding responsibility is reached. At no time will the complainant be required to answer questions or provide evidence regarding the complainant's sexual behavior or predisposition unless offered to prove someone other than the respondent committed the alleged conduct.

Upon receipt of written questions from a party, the Title IX Coordinator or other designated investigator will pass on appropriate and relevant questions to the party or witness for response. Written responses shall be promptly submitted to the Title IX Coordinator or other designated investigator, who will then provide the written responses to both parties. The parties may submit reasonable and relevant follow-up questions to the Title IX Coordinator for answer by the other party or a witness in the same manner as initial written questions.

Within ten calendar days of receipt of the investigation report, the parties may submit a written response to the report to the Title IX Coordinator or other designated investigator. The deadline to submit a written response to the investigation report may not be delayed by the submission or pendency of written questions. Upon receipt of any written response to the report from the complainant and respondent, the Title IX Coordinator or other designated investigator shall provide a copy of the investigation report and written responses to the decision-maker

Standard of Evidence

The District designates the preponderance of the evidence standard for use in all formal complaints of sexual harassment, including formal complaints against students and formal complaints against employees. To meet this standard, the decision-maker must determine that conduct constituting sexual harassment in violation of Title IX more likely than not occurred.

Determination of Responsibility by Decision-Maker¹

Following provision of the investigation report to the complainant and respondent and receipt of any written responses to the report by the complainant and respondent, the Superintendent or other designated decision-maker shall reach a determination regarding responsibility by applying the preponderance of the evidence standard.

In reaching a determination on responsibility, the Superintendent or other designated decision-maker must objectively evaluate all relevant evidence, including inculpatory and exculpatory evidence. In doing so, the Superintendent, building principal or other designated decision-maker may make credibility judgments based on, for example, factors of plausibility and consistency in party and witness statements. Corroborating

¹ The decision-maker must not be the same person as the Title IX Coordinator or other investigator.

evidence is not required to reach a determination of responsibility on the part of the respondent.

If the Superintendent or other designated decision-maker determines the respondent engaged in sexual harassment in violation of Title IX, the Superintendent or other designated decision-maker must determine whether disciplinary or punitive sanctions against the respondent are warranted, and if so, what those sanctions should be. Disciplinary or punitive measures may include, but are not limited to:

1. Requiring the respondent to undergo training on harassment;
2. Requiring the respondent to undergo counseling;
3. Recommend alternative placement or transfer of the respondent to different class(es), building, or campus;
4. Instituting protection mechanisms for the complainant (e.g., no-contact order, security escort, safety plan);
5. Creation of behavioral adjustment plan for the respondent;
6. In-school or out-of-school suspension for the respondent; or
7. Recommendation of expulsion of the respondent in accordance with policy FFK.

In making a decision regarding disciplinary or punitive measures, the Superintendent or other designated decision-maker may consider the following criteria:

1. Ages of the parties involved;
2. Relationship between the parties involved;
3. Severity of the conduct;
4. How often the conduct occurred, if applicable, and
5. How the District resolved similar complaints, if any, in the past.

Upon making a determination of responsibility, the Superintendent or other designated decision-maker must also determine any appropriate remedies to be offered to the complainant to restore or preserve the complainant's equal access to education. Such remedies may include supportive measures and need not be non-disciplinary or non-punitive in nature and need not avoid burdening the respondent.

Notice of Determination of Responsibility

The Superintendent or other designated decision-maker shall provide written notice of the determination of responsibility to the complainant and the respondent simultaneously. The notice of determination must identify:

1. The allegations alleged to constitute sexual harassment;
2. The procedural steps taken from the receipt of the formal complaint through the determination of responsibility, including notification to parties, interviews of parties and witnesses, site visits, and other methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts of the conduct allegedly constituting Title IX sexual harassment;

5. A determination regarding responsibility for each allegation and the decision-maker's rationale for the result;
6. Any disciplinary sanctions the District will impose on the respondent and whether the District will provide remedies to the complainant; and
7. Information regarding the appeals process and the district's procedures and permissible bases for the complainant and the respondent to appeal.

The notice of determination must not describe the individualized remedies to be provided to the complainant. The Title IX Coordinator shall communicate such remedies separately to the complainant to discuss what remedies are appropriately designed to preserve or restore the complainant's equal access to education. The Title IX Coordinator shall create a monitoring plan to evaluate the effectiveness of the disciplinary sanctions, remedies and/or supportive measures identified in the determination of responsibility to help prevent recurrence.

Appeal Procedure²

The complainant or the respondent may appeal the determination of responsibility, including any disciplinary sanction instituted as a result of the determination of responsibility. The complainant and the respondent may also appeal any dismissal, whether discretionary or mandatory, of a formal complaint or allegation contained in a formal complaint. An appeal must be based on the existence of one or more of the following:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available when the determination of responsibility or dismissal decision was made that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome of the matter.

An appeal must be submitted in writing to the Superintendent within 10 calendar days after receipt of the notice of determination or dismissal, and must identify the base(s) on which the appeal is being filed. Upon receipt of an appeal, the Superintendent shall promptly provide notice of the appeal to both parties and inform them of their right to submit written statements supporting or challenging the outcome and the deadline by which such statements must be submitted.

In considering the appeal, the Superintendent must review all relevant evidence submitted to the investigator during the investigation and any written statements filed by the complainant or respondent following initiation of appeal to determine if the determination of responsibility or dismissal decision was appropriate. The Superintendent shall provide written notice of the appeal decision and the rationale of that decision to the complainant and the respondent.

² The decision-maker on appeal must not be the Title IX Coordinator, the investigator, or the decision-maker on the determination of responsibility or dismissal decision.

The determination of responsibility or dismissal decision becomes final after the time period to file an appeal has expired, or if a party does file an appeal, after notice of the appeal decision has been sent to the parties. Until the determination of responsibility is final, the District must refrain from acting on the determination of responsibility while maintaining the status quo through supportive measures designed to ensure equal access to education.

The complainant need not file an appeal to challenge the selection of remedies resulting from a determination of responsibility. The Title IX Coordinator is responsible for effective implementation of remedies and the complainant may work with the Title IX Coordinator to select and effectively implement remedies designed to restore or preserve the complainant's equal access to education.

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

Discretionary and Mandatory Dismissals

The District may dismiss a formal complaint or allegations therein when:

1. A complainant requests the dismissal in writing to the Title IX Coordinator;
2. The respondent is no longer enrolled with or employed by the District; or
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination regarding responsibility.

The District must dismiss a formal complaint or allegations therein when:

1. The allegations set forth therein do not meet the definition of sexual harassment;
2. The alleged sexual harassment did not occur against a person in the United States; or
3. The alleged sexual harassment did not occur in a district education program or activity.

The Title IX Coordinator must provide written notice of any dismissal decision to the complainant and the respondent. The dismissal notice must state the reasons for dismissal and explain the parties' right to appeal the decision in accordance with the procedure set forth herein.

If the allegations in a formal complaint do not meet the definition of sexual harassment, or did not occur in a district education program or activity against a person in the United States, the District must dismiss such allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under the district's policies relating to code of conduct.

Training Requirements

The Title IX Coordinator, investigator, decision-makers, and persons who facilitate the informal resolution procedure, shall receive training. This training must include:

1. The definition of sexual harassment contained in Title IX and associated regulations;
2. How to identify conduct that may constitute sexual harassment;
3. The scope of the district's education program or activity so that the District may accurately identify situations that require a response under Title IX;
4. How to conduct an investigation and grievance process including appeals and informal resolution processes, as applicable;
5. How to make relevancy determinations, as applicable; and
6. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, or bias.

The District shall publish on the district website all current, up-to-date materials used to train Title IX personnel. If the District does not maintain a website, such materials shall be made available for public inspection upon request.

Records Retention

The District shall maintain all records of each sexual harassment report or complaint, regardless of later dismissal or other resolution of the allegation(s), for no less than seven years from the date of the record's creation. This includes records relating to investigations, disciplinary sanctions, remedies, appeals, and informal resolutions. Such records include, but are not necessarily limited to, formal complaints, notes, notices, statements, reports, and audio or audiovisual recordings or transcripts, as well as training materials used to train Title IX personnel as required by Title IX.

End of Hebron School District #13 Board Reg. AAC-BR2 Approved: 10/14/20

NOTIFICATION TO PARENTS & STAFF
**MANAGEMENT PLAN ACCESS AND YEARLY ASBESTOS PROJECT
UPDATE**

Dear Parents/Students:

August 2021

As you know, Hebron Public School District is committed to maintaining a safe and healthy learning environment for all children and occupants of our schools. As a result of improved methods in medical research, we have an increasing awareness of the presence of substances in our environment that may be dangerous to our health. Certain materials known generally as "asbestos" have been identified as among those substances. In fact, while materials containing asbestos were used for years as insulation and fire retardants in the construction of schools and other buildings, we know that exposure to and inhalation of fibers that are released into the air may pose a hazard to the health of school children, teachers, and other employees.

In 1980, the United State Congress passed a law to authorize funds for local educational agencies to conduct programs to detect construction materials that can release asbestos fibers into the air in school buildings to assure the continued safety of school children. Likewise, the Federal Department of Education issued regulations recommending the proper measures to be taken in order to obtain federal funds.

In October of 1987, the Environmental Protection Agency issued regulations that require all local educational entities to look for asbestos in schools and building under their control and to take actions reducing or eliminating potential exposure to asbestos. Hebron School District is committed to taking all appropriate steps necessary to protect the health of its pupils. In keeping with this commitment, HTI Laboratories and Industrial Consultants of Fargo, North Dakota has conducted an independent inspection according to the new USEPA regulations to determine the extent of asbestos-containing material to introduce respirable fibers into the air.

The results of this inspection are available in the form of a Management Plan located in the administration Offices during normal working hours. This plan presents all pertinent information discovered during the inspection including: drawings, analysis tables and material assessment sheets. The Management Plan also deals with efficient and safe ways of handling asbestos materials for the future of the school.

All asbestos as identified in the management plan has been removed.

Finally, the school asks for the cooperation of all parents and teachers in directing school children to assist us in maintaining our school environment safety.

Sincerely Yours,

Mr. Myron Schaff
Superintendent

Hebron Public School District No. 13

SCHOOL BUS SAFETY

Dear Parents:

All students in our school system who ride a bus to and from school are subject to regulations until they get off at the school or bus stop near their home. Any misbehavior, which distracts the driver, is a VERY SERIOUS HAZARD to the safe operations of the vehicle, and as such, jeopardizes the safety of all passengers.

Every school bus and driver has been supplied with a School Bus Incident Reporting System which reflects the rules of student conduct. Students will be cited for the following activities:

Failure to remain seated
Throwing objects
Profanity
Lighting matches
Vandalism

Use of tobacco
Fighting
Bothering others
Spitting
Other Offenses

Refusing to obey driver
Hanging out of window
Lack of cold weather gear

If your child is reported for any of the above activities, the principal will take the following disciplinary action:

First Offense--A warning to the student with a report to the parents. It is hoped that the parents will help to prevent a second offense.

Second Offense--Suspension of riding privilege for one week- a report to the parents.

Third Offense--Automatic suspension of riding privilege for the remainder of the school year - a report to the parents.

We hope that in sending you this letter of the system now in effect, that you will see it as a reflection of our ever-present interest in the personal safety and well-being of your children, and an opportunity to review school bus conduct with your children, so that they know that you know what is expected of them.

Sincerely,

Myron Schaff
Superintendent

BOARD POLICIES

NONCURRICULAR USE OF DISTRICT PROPERTY

Descriptor Code: ABBB

In accordance with the Equal Access Act and Boy Scouts of America Act, if and/or when the District grants non-curricular student-led groups use of school facilities during non-instructional time, it shall also grant use to:

1. Any group officially affiliated with the Boy Scouts of America,
2. Any other youth group that is required to be granted access under federal law,
3. Community groups.

Before the District grants use of school facilities, each of the groups listed above shall complete and submit a Facility Use form to the Superintendent for approval and must agree to facility use regulations before rental/use. The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a facility use request OR the party using property shall provide proof of insurance with the District named as an additional insured.

The Superintendent shall develop facility use regulations. They shall be nondiscriminatory in content, applied uniformly, shall contain conditions for approval and disapproval of facility use requests, contain terms of use and supervision requirements.

End of Hebron School District #13 Policy ABBBAdopted: 02/16/11

WELLNESS POLICY

Descriptor Code: ABCC

Nutrition Education & Promotion

The District should strive to promote the following nutrition goals (consistent with the *Dietary Guidelines for Americans*) in grades K-12 through the curriculum and through other promotional methods:

1. Provide a health education curriculum that is aligned with state standards and requirements; is taught by well-prepared and well-supported staff; that is age appropriate; and that is aimed at influencing students' knowledge, attitudes, and eating habits.
2. Provide an overall school environment that encourages students to make healthy food choices, specifically encouraging:
 - a. Balancing calories with physical activity to manage weight
 - b. Consumption of more healthy foods and nutrients such as fruits, vegetables, whole grains, fat-free and low-fat dairy products, and seafood
 - c. Consumption of fewer foods with sodium (salt), saturated fats, trans fats, cholesterol, added sugars, and refined grains
3. Identify and implement methods to educate family members about district nutrition standards and goals and involve them in program development and implementation.

The wellness policy committee may develop a list of activities that will help the District achieve the above goals and provide this list to administrators to assist with implementation of this policy.

Physical Education

In addition to state standards and mandates related to physical education, the District should strive, to the extent practical, to offer opportunities for students to be physically active through activities that may include, but not be limited to, recess and extracurricular offerings. The goals of physical activity programs shall be: to develop students' knowledge and skills necessary to perform a variety of physical activities; assess, maintain and improve personal fitness; regularly participate in physical activity; understand the short- and long-term benefits of physical activity; and value and enjoy physical activity as an ongoing part of a healthy lifestyle.

Administration will ensure that policies and practices are in place that enable students with disabilities and other special health care needs to participate as fully as possible and safely in physical education and other school physical activity programs. Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education class) as punishment.

Goals for Other School-Based Activities

The District will seek to promote the physical activity and nutrition goals of this policy through other activities that are practical, implementable, and within district budgetary and statutory parameters. The goals of these other activities shall be to reinforce the nutrition promotion, nutrition education, and/or physical activity goals stipulated above. Activities implemented under this policy provision may be offered to students, parents, and/or district staff.

The wellness policy committee may develop a list of activities that will help the District achieve the above goals and provide this list to administrators to assist with implementation of this policy.

Nutrition Standards

For all meals provided with funds from the National School Breakfast and Lunch program, the District shall comply with applicable federal nutrition standards established in federal regulations. The District shall comply with applicable federal standards for competitive food sales on campus during the school day as defined by federal law. All foods provided or sold by the District should be selected judiciously, taking into consideration the nutritional value of the food being served, the goals of this policy, and the frequency of use.

Exception to Competitive Food Sales

Each school year, each school building is authorized to hold up to three on-campus fundraisers during school hours that do not comply with competitive food sales nutrition standards. Each building principal shall develop rules for requesting and receiving approval to hold fundraisers under this exception, which shall, at a minimum, prohibit such fundraisers from occurring during school meal times.

Competitive food sale requirements do not apply to off-campus food sales and do not apply to foods sold on campus at least 30-minutes after the school day.

Qualifications & Training

The District shall comply with any applicable hiring requirements under federal regulations for new hires in the food service program and shall comply with annually training requirements under federal regulations for all food service personnel (see ABCC-E).

Policy Development, Implementation, Review, & Dissemination

The District encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy. The District shall determine the best methods for the above groups to participate in these processes and shall relay information about the participation processes to the above groups using the method deemed most appropriate, effective, and cost efficient by the Superintendent. The Board or designee shall appoint a wellness policy committee in accordance with applicable district policy on committee appointments to develop the wellness policy and perform additional duties prescribed herein.

The Superintendent shall designate one individual per school building to monitor and enforce building-level compliance with the wellness policy. The names of these designees shall be listed in administrative regulations. Each designee shall be responsible for reporting on building-level compliance with this policy and supplying the wellness policy committee with any material requested to help the committee assess implementation of and compliance with this policy.

At least annually, the wellness policy committee shall meet to determine the extent to which each district school is in compliance with the local school wellness policy, the extent to which the local school wellness policy compares to model local school wellness policies (e.g., policies created by the state or federal government, if available, or by a state or federal organization that provides support services to schools), and the progress made in attaining the goals of the local school wellness policy. The wellness policy committee shall complete a report that contains the above components, which it shall provide to the Hebron School Board and disseminate publicly on the district’s website. Any recommended amendments to the wellness policy must be adopted by the Board in compliance with board policy on policy adoption.

The District shall disseminate the wellness policy and any wellness policy amendments to students, parents, and the public through the following methods: publication in student handbooks and posting on the district website.

Complementary Documents

- ABCC-AR, Building-Level Wellness Policy Coordinators
- ABCC-AR2, Physical Activity and Recess Regulations
- ABCC-E, Hiring & Training Requirements for Food Services Staff
- BBBB, School Board Committees
- BDA, Procedure for Adopting Board Policy
- BDBC, Citizens’ Advisory Committees
- FGDB, Student Handbooks
- IB, Food Service Program
- IB-E2, DPI Requirements & Guidelines for Adult Meals
- IB-E3, Foods of Minimal Nutritional Value

End of Hebron School District #13 Policy ABCCAdopted: 07/15/15

BUILDING-LEVEL WELLNESS POLICY COORDINATORS

The Superintendent has designated the following individuals (one per school building) to monitor and enforce building-level compliance with the wellness policy: The Superintendent of Hebron School District.

End of Hebron School District #13 Administrative Regulation ABCC-AR

USE OF ANIMALS IN DISTRICT SCHOOLS & IN CURRICULAR PROGRAMS

Descriptor Code: ACBC

The Hebron 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.

Use of Animals for Educational Purposes

Teachers seeking to request the use of animals as part of the educational program or seeking permission for students to participate in an activity involving animals (e.g., a field trip) shall 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

Disabled students and staff, as defined by Section 504 of the Rehabilitation Act, may be granted use of a service animal for the purpose of reasonable accommodation. The Superintendent shall make such determinations on a case-by-case basis based on the following criteria. Whether the presence of the service animal would:

1. Impose an undue financial or administrative burden on the District.
2. Require a fundamental alteration to the educational program.
3. Injure the legitimate and legally protectable rights of others. In such cases, a disabled student’s parent may be given the option of changing the student’s educational placement if alternative placement will remedy the infringement of other’s rights.

Revocation of Animal Use

The decision to allow any type of animal in school may be revoked if:

1. The animal poses a direct health and/or safety threat to others.
2. The animal is out of control.
3. The animal’s presence has fundamentally altered the educational program.

Animal Related Injuries

The principal and parent/guardian (if a student is involved) shall be notified as soon as possible if an animal bites an individual on school property or during a school-sponsored activity or an animal-related incident occurs on school property or during a school-sponsored activity that could have an adverse effect on an individual’s physical or emotional health. An accident report shall be filed in accordance with district policy and regulations.

Complementary Documents

- ACBC-AR, Use of Animals in Curricular Programs Regulations

End of Hebron School District #13 Policy ACBCAdopted: 02/16/11

SEXUAL OFFENDERS ON SCHOOL PROPERTY

Descriptor Code: ACCA

Definitions

For the purpose of this policy:

- A *sexual offender* is defined in NDCC 12.1-20-25.
- A *parent sexual offender* is an individual who meets this policy’s definition of sexual offender and who has either parental or legal guardianship rights to a child attending a district school.
- A *nonparent sexual offender* is an individual who meets this policy’s definition sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.
- School property* includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

Nonparent Sexual Offenders

A nonparent sexual offender is prohibited from entering a district school except:

- a. When s/he is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
- b. To attend an open meeting as defined in NDCC chapter 44-04.

A nonparent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

Parent Sex Offenders

Parent sexual offenders are prohibited from entering school property except for purposes outlined in section one parts a and b of this policy and with the superintendent's prior written approval in the following instances:

- a. To transport his/her child to and/or from school. The parent sex offender will only be permitted to transport his/her own child.
- b. To attend a conference to discuss his/her student's progress, placement, or individual education program (IEP).
- c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

Student Sex Offenders

The Superintendent shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent shall consider such factors as the safety and health of the student population. The Superintendent shall develop guidelines for managing each student sexual offender in district schools. If the Superintendent determines that, in the best interest of district schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

An IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act (IDEA). The IEP team shall develop procedures for managing each student sexual offender with a disability that attends a district school. If the IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

Juvenile offender registry information is not protected by FERPA. If the District receives a public request to release juvenile offender registry information, the District shall consult with law enforcement prior to disclosure to determine if any of the requested information is confidential and prohibited from being released.

General Provisions

The Superintendent will inform the appropriate principal and other relevant district staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the superintendent's written permission statement. The building principal shall assign a chaperone to accompany the sexual offender while s/he is on district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent sex offender to transport his/her child and when a student sex offender receives permission to attend a district school in which case the guidelines developed for this individual shall apply.

The Superintendent may establish a system for identifying sexual offenders and may inform known sexual offenders of this policy. It is not the intent of the District to expand or modify the district's potential liability exposure through the implementation of this notification system. The district's voluntary creation of this safety precaution shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Complimentary Documents

- ACCA-BR, Criteria For Granting Parent Offenders Privileges To Enter School Property

End of Hebron School District #18 Policy ACCA.....Amended: 12/18/13

CRITERIA FOR GRANTING PARENT OFFENDERS PRIVILEGES

Descriptor Code: ACCA-BR

TO ENTER SCHOOL PROPERTY

The Superintendent may consider the following criteria and/or relevant information when determining if a parent offender shall be granted privileges to enter school property for any purpose beyond those rights afforded by state and federal law:

1. The risk level assigned to the parent offender by the Bureau of Criminal Investigation. High risk and lifetime offenders will generally not be granted privileges to enter school property in excess of those provided by law. When the Superintendent deems it necessary to grant a high risk or lifetime offender privileges, the privileges will be limited in scope.
2. When available, the circumstances surrounding the offense.
3. The age of the offender’s victim. Parent offenders who have committed a crime/offense against a minor will generally not be granted privileges in excess of those provided in law. When the Superintendent deems it appropriate to grant these offenders privileges, the privileges may be limited in scope.
4. The age at which the offender committed the crime/offense.
5. The duration of time that has passed since the parent offender committed the crime/offense.
6. The nature of the activity, event, or purpose for which the parent offender has requested entry on school property. The Superintendent shall take into account the level of supervision provided to district students and the level of supervision that the District will be able to provide, if any, to the parent offender during the time the offender has requested to be on school property.

The Superintendent may solicit the input of law enforcement officials when determining if a parent offender shall be granted privileges to enter school property beyond those rights afforded in law. These privileges will be granted in accordance with the district’s sexual offender policy and may contain restrictions and prohibitions. The Superintendent may at any time, with cause, revoke these privileges.

End of Hebron School District #13 Board Reg. ACCA-BRReaffirmed: 03/16/11

BULLYING POLICY

Descriptor Code: ACEA

Definitions

For the purposes of this policy:

- *Bullying* is defined as conduct prescribed in NDCC 15.1-19-17. The Superintendent should place this definition, in its entirety, in student and staff handbooks and should develop guidelines to assist students and staff with identifying this conduct.
- *Protected classes* are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following classes are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.
- *School property* or the term *on-campus* refers to all property owned or leased by the District, school buses and other vehicles, or any school district sponsored or school-sanctioned activity.
- *School-sanctioned activity* is defined as an activity that:
 - 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 Hebron 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

While at a public school, on school district premises, in a district-owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event, a student, staff member, or school volunteer 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.

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

Reporting Procedures for Alleged 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 him/her as soon as possible. If the alleged violation implicates the building principal, the school staff member shall report it to the Superintendent. If the alleged violation implicates the Superintendent, the school staff member shall file it with the Board President.

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

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. A complainant will have the option of including his/her 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, filed in a school building's main office, or placed in a designated drop box located in each school.
 - b. Complete and submit an online complaint form. A complainant will have the option of including his/her name on the form or submitting it anonymously.
 - c. File an oral report with any school staff member.

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

Reporting to Law Enforcement & Others Forms of Redress

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

Documentation & Retention

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

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 s/he:

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 years after a student turns 18 or graduates from high school, whichever is later. If a student does not graduate from the District, such reports and investigation material shall be retained for six years after the student turns 18.

Investigation Procedures

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

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

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

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

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

Disciplinary & Corrective Measures

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

1. Require the student to attend detention.
2. Impose in- or out-of-school suspension or recommend expulsion. Due process procedures contained in the district's suspension and expulsion policy shall be followed.
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.
4. Create a behavioral adjustment plan.
5. Refer the student to a school counselor.
6. Hold a conference with the student's parent/guardian 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 on which the bullying occurred to report it.

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

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

If the perpetrator is a school staff member, the District shall take appropriate disciplinary action including, but not limited to: a reprimand, modification of duties (only if allowed by applicable policy, the negotiated agreement, and/or the individual's contract), suspension, or a recommendation for termination/discharge in accordance with any applicable law.

Victim Protection Strategies

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

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.

Prevention Programs & Professional Development Activities

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

Complementary Documents

- AAC-BR, Discrimination & Harassment Grievance Procedure
- AAC-E, Filing a State or Federal Discrimination & Harassment Complaint
- ACEA-E5, Bullying/Harassment Investigation Protocol
- FF, Student Conduct

End of Hebron School District #13 Policy ACEAAmended: 03/18/15

STAFF-STUDENT RELATIONS (NON-FRATERNIZATION POLICY)

Descriptor Code: DEBD

The Board requires employees, volunteers, and students to treat one another with respect and professionalism. All employers and volunteers are expected to exercise good judgment and maintain professional boundaries when interacting with students at all times, on and off school property.

Prohibited Behavior

Any behavior of a harassing or sexual nature towards students is strictly prohibited. Such behavior includes but is not limited to the following:

1. Insults, disparaging remarks/names, and/or sarcasm, used to force compliance with an employee’s or volunteer’s requirements or expectations.
2. Any conduct that would amount to sexual harassment, discrimination, or retaliation under Title IX of federal education amendments.
3. Any activity that may lead to a sexual relationship such as dating, sending intimate correspondence, and/or engaging in sexualized dialogue.
4. Any sexual relationship between an employee or volunteer and a current student, regardless of his/her age, or a former student under the age of 18.
5. Any conduct by an employee or volunteer that would constitute a sexual offense as defined in state law.

Individuals aware of any of these prohibited behaviors are expected to report such action to a building administrator or the Superintendent.

All reported prohibited behavior shall be investigated. If disciplinary action is deemed warranted at the completion of the investigation, the District shall take appropriate action up to and including termination of employment in accordance with law and/or reporting such activity to appropriate state licensing and law enforcement officials.

Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- AAC-E, Filing a State or Federal Discrimination & Harassment Complaint

End of Hebron School District #13 Policy DEBDAdopted: 02/16/11

STUDENT PRAYER DURING NON-INSTRUCTIONAL TIME

Descriptor Code: FGBB

The District shall comply with state law concerning student recitation of prayer/student-initiated religious speech in school, which allows such activity before, during, and after the school day to the same extent that District allows secular speech. Any time, place, and manner restrictions that the District places on recitation of prayer/student religious speech shall not exceed those placed on student’s secular speech.

The decision to participate or not participate in religious expression is a matter of individual choice. No student will be permitted to harass or intimidate other students to participate or refrain from participating in religious expression. School staff shall refrain from encouraging or discouraging students from participating in such activity.

End of Hebron School District #13 Policy FGBBAdopted: 06/20/12

SEARCHES OF LOCKERS

Descriptor Code: FGCA

The District retains ownership and control of all lockers. Access to all lockers is a legal right of school officials whose responsibility it is to protect the health, safety, and welfare of all students enrolled. Students shall have no reasonable expectation of privacy when using lockers. Student shall be given advanced notice of this policy through student handbooks or another form of notification.

Lockers may be subject to suspicionless searches, inspections for purposes such as routine maintenance, or searches where there is suspicion that locker(s) contains objects/substances that are illegal, violate school policy, or may be detrimental to the health, safety, or welfare of district students.

Search Procedure

When a locker is subject to a search, the principal/Superintendent should be accompanied by at least one other school staff member.

Students’ personal items stored in lockers such as, but not limited to, book bags, purses, and coats shall not be searched unless there exists reasonable suspicion that they contain an object(s) or substance(s) in violation of school rules/policy, the law, or which may be detrimental to the health, safety, or welfare of enrolled students. Administrators shall make a reasonable attempt to have students present during searches of personal items contained in lockers except when an immediate search is necessary in the event of an emergency.

The Superintendent should be notified whenever a search has been conducted if the Superintendent was not involved in the search.

Use of Trained Dogs & Involvement of Law Enforcement

Trained dogs may be used to smell the outside of students' lockers. If the dog detects the possibility of objects/substances that are illegal or violate school policy, the principal/Superintendent shall search the locker in accordance with the search procedure above.

In the event a police officer or other law enforcement officer is to conduct a search of a student's locker, probable cause is necessary unless the search is school-initiated and would pose a safety threat if conducted by school staff.

Illegal substances found in lockers will be turned over to proper authorities.

End of Hebron School District #13 Policy FGCAAdopted: 02/16/11

SEARCHES OF STUDENTS & STUDENTS' PERSONAL PROPERTY

Descriptor Code: FGCB

A search of a student's personal property or clothing shall only be undertaken when there is a reasonable and particularized suspicion that the student is concealing an object(s) or substance(s) in violation of school rules/policy, the law, or which may be detrimental to the health, safety, or welfare of enrolled students. The building principal or Superintendent must authorize all searches.

When the principal/Superintendent has reasonable suspicion that one or more students are carrying a prohibited object, article, or substance or are otherwise in possession of a prohibited object, article, or substance on school property or at a school-sponsored event, all personal property belonging to the suspected student(s) may be subject to inspection. When determining the scope of a search, the principal/Superintendent shall ensure that any measures adopted are reasonably related to the object of the search and not excessively intrusive in light of the age and sex of the student.

Search Procedure

For the purposes of this policy, personal property includes, but is not limited to, a student's vehicle, backpack, book bag, and/or purse. Students may also be asked to empty their pockets; however, strip searches shall not be conducted.

Searches of persons should be conducted in private by a school employee of the same sex as the student with a school employee present as a witness.

Searches of Vehicles

The principal or designee, with a witness present, shall conduct searches of student vehicles if the vehicle is parked on school property and if reasonable suspicion exists. The principal shall make a reasonable attempt to contact the student who owns the vehicle and ensure s/he is present during the inspection unless an emergency situation is deemed to exist. If a vehicle is locked and its owner cannot be contacted or refuses to open it, the principal shall contact law enforcement.

Involvement of Law Enforcement

The principal/Superintendent may request the assistance of law enforcement to conduct any portion of a school-initiated search of a student/student's personal property that would pose a safety threat if conducted by school staff. In all other cases, law enforcement must have probable cause in order to search a student/student's personal property.

Illegal substances found during searches of students/students' personal property will be turned over to proper authorities.

Reporting Requirements

The administrator who authorized the search shall notify the Superintendent whenever a search has been conducted and shall complete a search and seizure report form to be retained in the suspected student’s educational record.

Complementary Documents

- FGCB-E, Search & Seizure of Students Form

End of Hebron School District #13 Policy FGCBAdopted: 06/20/12

STUDENT INTERROGATIONS

Descriptor Code: FGCC

General Provisions

For all action permitted by this policy and/or law, it is the responsibility of law enforcement officials, not district employees, to assure compliance with procedural and constitutional safeguards.

Police Interviews

Police do not have a right to interview a student on school property or remove students from school property for purposes of an interview. Administrators shall encourage law enforcement to schedule interviews with students at times when students are not under the district’s jurisdiction. When such scheduling is not feasible as determined by the building principal or Superintendent, the building principal or Superintendent shall allow an on -campus interview of a student so long as the following criteria is met:

1. The officer is properly identified.
2. Parents are notified and provide consent. When an attempt to notify a parent is made and s/he cannot be reached, the law enforcement official shall be required to make alternative arrangements with the student/parent to conduct the interview off campus. If the student’s parent is the suspect of a crime and the subject of the law enforcement interview, this requirement may be waived. In such cases, administration shall inform the student of his/her right to decline an interview by law enforcement. If an investigation of an offense focuses upon the child as the person who committed the offense, any statement of the child must be made in the presence of that child’s parent, guardian, or custodian, or in their absence, in the presence of an attorney.
3. Students shall not be subject to coercion or illegal restraint.
4. Students shall not be removed from school property without proper legal documentation as delineated below.

Police Officer’s Rights

In all of the situations listed below, efforts should be made to minimize embarrassment or loss of class time for the student. The office of the Superintendent/principal should be notified immediately when any of the actions listed below has occurred.

1. **Right to Take into Custody:** Police officers, counselors of the juvenile court, or other authorized law enforcement officials have the right to enter the school to take a student into custody or to make a lawful arrest of a student, provided the officer displays either an order signed by a judge of the juvenile court authorizing the taking of the student into custody, or to display a warrant for the student’s arrest. If the student is arrested and/or taken into custody at a school, the school officials should make every effort to notify the parents immediately.
2. **Right to Serve Subpoena in School:** While police officers have the legal right to serve a subpoena at school, the serving officials should be strongly urged to serve these subpoenas at the home of the student whenever possible.

Interviews of Students by Officials of Other Agencies

When the Department of Human Services or an officer acting on the agency’s behalf requests to interview a student as part of a child/abuse neglect investigation, the building principal shall:

1. Verify that the purpose of the interview is to investigate child abuse/neglect.
2. Require that the interviewer identify him/herself.
3. Allow a student to be interviewed if the student is the subject of, sibling of, or living with a child the subject of abuse/neglect.
4. School staff shall not share information related to a child abuse investigation with the public or the child’s parents.

Complementary Documents

- LBB, Relations with Department of Human Services

End of Hebron School District #13 Policy FGCCAdopted: 02/16/11

STUDENT PUBLICATIONS

Descriptor Code: FGDD

School-sponsored media as defined by NDCC Ch. 15.1-06 shall be supervised by a student media advisor but shall not be reviewed by an administrator unless the publication is believed to contain restricted content as listed below.

The following material is prohibited from being published in school-sponsored media:

1. Material that is profane or pornographic.
2. Material that is slanderous or libelous in nature.
3. Material that infringes or may infringe on the privacy rights of others.
4. Material that violates federal or state law, promotes violence, terrorism, or other illegal activities, including, but not limited to, material that promotes tobacco and/or drug and alcohol use by minors.
5. Material that is reasonably forecast to materially and substantially disrupt the educational environment.
6. Material that violates or incites the violation of policy including, but not limited to, the district’s policies on bullying and harassment.
7. Material that poses a direct safety threat to the District, its students, and/or staff.

A decision to prohibit publication and distribution of a student publication with restricted content shall be made by the building principal and may be appealed to the Superintendent. The Superintendent shall investigate and issue a decision in a timely manner. The superintendent’s decision may be appealed to the Board within 30 calendar days after the Superintendent has issued his/her decision.

Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- ACEA, Bullying

End of Hebron School District #13 Policy FGDDAmended: 11/18/15

STUDENT DISTRIBUTION & POSTING OF NON-CURRICULAR MATERIAL IN SCHOOL

Descriptor Code: FGDE

Students shall be permitted to distribute non-curricular material that meets the following criteria and receives district approval as described below:

1. The material is submitted to the Superintendent at least five school days before the proposed distribution date. The request must indicate the time and place where the student wishes to distribute material and the ages of students that are the requestor's target audience.
2. The Superintendent shall approve or disapprove the material. If the Superintendent rejects a request to distribute material, the decision may be appealed to the Board. The decision to approve material shall not be based on the viewpoint expressed; however, material containing the following shall not be approved for dissemination:
 - a. Attacks on ethnicity, race, religion, or other class protected by law;
 - b. Promotes violence, terrorism, or other illegal activities, including, but not limited to, tobacco, drug, and/or alcohol use by minors;
 - c. Is obscene or pornographic as defined by community standards;
 - d. Is reasonably forecasted to materially or substantially disrupt the educational process or environment;
 - e. Poses a direct threat to the physical safety of the school population;
 - f. Infringes on the rights of others, such as (but not limited to) material that is libelous or invades an individual's privacy.
3. Requests to distribute non-curricular material in the classroom and/or in areas that are reasonably forecasted to substantially disrupt the educational environment shall be denied.
4. Material approved for distribution must include a disclaimer stating that the District does not endorse, approve, or sponsor the activities, views, or events promoted in the material. This disclaimer shall be affixed in a prominent location on the material.

The Superintendent shall document reasons for denying a student's request to distribute non-curricular material.

The Superintendent shall provide notice of his/her decision to approve or deny a non-curricular material distribution request to the requestor within in a reasonable timeframe.

End of Hebron School District #13 Policy FGDEAdopted: 06/20/12

REVIEW & COMPLAINTS OF INSTRUCTIONAL & RESOURCE MATERIAL

Descriptor Code: GAAC

In order to consider the opinions of those persons in schools and the community who are not directly involved with the instructional and resource material selection process, and to avoid the possibility of a biased or prejudicial attitude influencing selection, a board-appointed district review committee shall deal with formal complaints about and/or requests for reconsideration of library and instructional materials.

This committee shall be responsible for reviewing all selection standards and procedures and shall work with all departments in clarifying selection criteria.

All citizen requests for reconsideration of and complaints about instructional and resource material will be processed through the District Review Committee.

A procedure for processing and responding to criticism of approved material shall be established and followed. This procedure shall include the use of a formal signed "Request for Reconsideration of Instructional Resources" form.

The District subscribes to the philosophy stated in the School Library Bill of Rights.

Complementary Documents

- GAAC-BR, Procedure for Reviewing Complaints about Instructional/ Resource Material
- GAAC-E1, Request for Reconsideration of Instructional Resources
- GAAC-E2, Library Bill of Rights
- GAAC-E3, Access to Resources & Services in School Library Media Program
- GAAC-E4, Hatch Amendment Sample Letter

End of Hebron School District #13 Policy GAAC.....Adopted: 12/15/10

ACADEMIC FREEDOM

Descriptor Code: GBA

Teachers shall abide by the curriculum standards adopted by the Board. They shall only select issues for study that contribute to the attainment of course objectives, are consistent with state standards and the district’s mission, and are appropriate for classroom presentation. Teachers shall determine the appropriateness of a topic based on the following criteria:

1. There are adequate and age-appropriate materials available that will allow students to learn about all sides of an issue.
2. The topic is age-appropriate, considering the emotional, intellectual, and social capacities of the class as a whole.
3. Teachers are equipped personally and academically to present the topic objectively, allowing students to formulate their own opinions.

Controversial Topics

Controversial topics are issues that are often a matter of opinion and are subjects of public dispute, debate, or contention. When a topic is of a controversial nature, teachers shall receive administrative approval prior to presenting it in the classroom.

Teachers may offer an opinion on issues discussed in the classroom provided that the teacher clarifies that the opinion should not be construed as an authoritative answer, that the teacher is speaking on his/her own—not the district’s—behalf, and encourages students to form their own opinions, stressing that students are free to express their own views without fear of academic reprisal.

Teachers that violate this policy or whose speech compromises the district’s ability to provide a safe and non-disruptive educational environment may be subject to disciplinary action up to and including discharge.

Complementary Documents

- GAAA, Curriculum Design & Evaluation

End of Hebron School District #13 Policy GBA.....Adopted: 02/16/11

TEACHING ABOUT RELIGION

Descriptor Code: GBAA

Factual and objective teaching about religion, the impact of religion, and religious-based ideas and ideals may be included in classroom instruction if such information is presented as part of the curriculum and is in keeping with the district's educational goals and student learning objectives.

Requests to display religious objects in classrooms or schools shall be filed in accordance with the district's policy governing religious displays.

Religious musical selections, literature, documents of historical significance, artwork, and other learning aids may be included in the curriculum on the basis of their particular educational value and/or traditional secular usage and shall be presented with works that are nonreligious in nature, shall be selected and performed as works of art, not as acts of veneration, and shall be presented prudently and objectively, with background information explaining their purpose.

A student or parent who believes that inclusion of religious material in the instructional program infringes on the student's free exercise of religion shall be given the option of opting-out by filing a request with the building principal. The building principal shall direct the classroom teacher to provide the student with an alternative assignment.

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

Complementary Documents

- ABBE, Displays of Religious Objects or Documents
- GAAA, Curriculum Design & Evaluation
- GAAC, Review & Complaints about Instructional & Resource Material
- GAAC-BR, Procedure for Reviewing Complaints about Instructional/ Resource Material
- GBAA-E, Teaching about Religion Checklist

End of Hebron School District #13 Policy GBAA.....Adopted: 02/16/11

GRADING

Descriptor Code: GCBA

The grading system shall be fair and applied consistently in each district school. Grades shall not be assigned in an unreasonable, discriminatory, arbitrary, or capricious manner and shall not be influenced by parental or community pressure. Grades shall reflect students' ability to master educational goals and objectives as established by administration and the teaching staff.

Grades will be based on a number of factors: quizzes, tests, oral and written assignments, daily work, classroom participation, and attendance.

Each principal shall monitor grading practices in his/her building to ensure compliance with this policy.

Grading Grievances

A student or parent who believes that s/he/his/her student has received a grade that has been assigned in an unreasonable, discriminatory, arbitrary, or capricious manner or that is the result of a clerical mistake may contest the grade using the following procedure:

1. Appeals must be initiated within 30 days of receiving the grade. Failure to timely present the grievance in accordance with this procedure shall be deemed to be a waiver of the grievance process.
2. Appeals may be filed orally or in writing, must be filed with the student’s building principal, and must cite one of the reasons listed above as a basis for the grievance.
3. The principal shall initiate an investigation upon receipt of a grievance filed in accordance with the procedure listed above. The principal shall review grading criteria, grade books, lesson plans, and student’s graded assignments and tests. The principal shall consult with the classroom teacher during this process and the student. Based on the findings, the principal shall render a decision within a reasonable time not to extend past the end of the current quarter. The principal’s decision to affirm or alter a grade shall be final and binding.

Complementary Documents

- FFB, Attendance & Absences

End of Hebron School District #13 Policy GCBA.....Amended: 05/15/13

PATRON COMPLAINTS

Descriptor Code: KACA

Individual board members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual board member or the Board as a whole, it will be referred to school administration for processing at the lowest level of authority possible.

If the complaint is not satisfactorily remedied at the building level, either party may refer the matter to the Superintendent for investigation. The Superintendent shall complete the investigation within a reasonable deadline in accordance with any applicable deadline in law.

If all other remedies have been exhausted, a complainant may request that the matter be placed on the agenda of the next regular school board meeting; however, the Board will not hear, consider, or act upon complaints that have not been investigated at each appropriate level of authority, nor will the Board hear, consider, or act upon complaints for which specific complaint resolution procedures have been established that do not allow for board review of the complaint, including but not limited to, complaints about personnel.

Anonymous Complaints

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

Parental Complaints

While parents enjoy a unique relationship with the schools and are the recipients of special communications concerning school events and programs as well as communications concerning their own child's progress, parents shall use the same channels of processing complaints as by other citizens.

Complaints for which specific resolution procedures are provided shall be directed through those channels. These include, but are not limited to, complaints about personnel and complaints about instructional materials.

Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- DGA, Teacher Grievance Procedure
- GAAC, Patron Compliant About Instructional Materials
- KACB, Patron Complaints about Personnel
- KACB-E, Patron Complaint Form—Personnel Complaint

End of Hebron School District #13 Policy KACA.....Amended: 05/15/13

COMPLAINTS ABOUT PERSONNEL

Descriptor Code: KACB

In order to provide an effective procedure for responding to complaints about school district personnel in a manner that is in the best interests of promoting better educational opportunities for children, the following policy is adopted.

Filing Procedure

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

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be satisfactorily resolved at that level, the complaint shall be directed to the principal or other supervisor directly responsible for supervision of that employee. The supervisor shall:

1. Investigate the complaint.
2. Promptly notify the employee if the complaint is to be placed in the employee's personnel file. The decision to place information into any personnel file will be made by the administration based on the results of an inquiry or investigation.
3. Schedule a meeting of the employee, the complainant, and the supervisor if deemed appropriate.
4. Provide a response to the complainant within 60 days of receipt of the complaint. Upon conclusion of the investigation, the complainant will be informed as to the outcome of the investigation and the disposition of the complaint. If either party is not satisfied with the handling of the complaint, the matter can be appealed to the Superintendent for final resolution.

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

Deadlines

To be considered for investigation, any such complaint must have been filed within 180 days of the alleged occurrence. (Exception to the 180 days would be an accusation of sexual abuse.) The District has a separate investigation procedure for complaints of harassment and/or discrimination.

Prohibition: Retaliation

The District will not tolerate any form of reprisal, retaliation, or discrimination against an employee, district contractor, district agent, student, and/or community member because s/he, in good faith, files a complaint against the District (or a district employee, contractor, or agent) under this policy. Furthermore, the District will not tolerate any form of reprisal, retaliation, or discrimination against an employee, district contractor, district agent, student, and/or community member because s/he participates in an investigation, hearing, or inquiry related to this policy.

Prohibition of False Claims

The District may take appropriate disciplinary action against a district employee, contractor, student, and/or other district agent and/or may take legal action against anyone who knowingly files a false complaint under this policy or a false claim of reprisal, retaliation, or discrimination under this policy.

Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- DI, Personnel Records
- KACB-E, Personnel Complaint Form
- KACB-E2, Investigation Confidentiality Agreement
- KACB-E3, Responding to Personnel Complaints

End of Hebron School District #13 Policy KACB.....Amended: 04/16/14

PATRON COMPLAINT FORM PERSONNEL COMPLAINT

Descriptor Code: KACB-E

Date: _____

Your Name: _____

Student's Name (if applicable): _____

Address (Home): _____

Phone (Home): _____

Address (Business): _____

Phone (Business): _____

Best way to contact you: Home Work Cell Phone

Phone Number: _____

Name of employee about whom you are complaining: _____

Date of Incident: _____

Location of Incident: _____

Briefly describe the incident: _____

List any individuals that have knowledge of and/or witnessed the incident: _____

What remedy is sought? _____

To be considered for investigation, any such complaint must have been filed within 180 days of the alleged occurrence. (Exception to the 180 days would be an accusation of sexual abuse).

If the complaint concerns the Superintendent, the Board President will receive the complaint.

ACKNOWLEDGEMENTS

I understand the following:

I have the right to be free of retaliation for filing this complaint. I agree to report any conduct that I believe is motivated by retaliation for filling this complaint. I understand, however, that if this statement contains accusations that I know are false, I may be subject to disciplinary action within the District (NOTE: language only applicable to district students and employees) and/or external legal action from those I have falsely accused.

The respondent will be given a copy of this complaint in order to have an opportunity to respond to it.

I may have the right to file a complaint with civil rights agencies or to file legal actions in a court of law.

I understand that the investigating personnel are advocates for neither the complainant nor the respondent. Their responsibility is to investigate complaints from a neutral position to determine whether violations of district’s policy and/or law have occurred.

CERTIFICATION

I certify that the statements made in this complaint are true and accurate, and that I have read and understand the statements made in the acknowledgements section of the complaint.

Signature of Complainant: _____

Signature of Administrator receiving complaint _____
(If the complaint concerns the Superintendent, the Board President will receive the complaint.)

End of Hebron School District #13 Exhibit KACB-E