
2026-2027

PARENT/STUDENT HANDBOOK



GLEN ULLIN PUBLIC SCHOOL

WWW.GLEN-ULLIN.K12.ND.US

8/16/2026

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PURPOSE OF THIS HANDBOOK

Welcome to the Glen Ullin School District! The purpose of this handbook is to outline the policies, practices, and procedures that impact families and students daily at Glen Ullin Public School. It contains summaries or general statements of school district policy. Policies may be revised or revoked by the school board from time to time. A complete set of updated policies can be found at <https://www.glen-ullin.k12.nd.us/policymanuals>

GENERAL SCHOOL INFORMATION

MISSION STATEMENT

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

VISION STATEMENT

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

PHILOSOPHY OF GLEN ULLIN PUBLIC SCHOOLS

The School Board has designed a basic set of beliefs regarding education that help to formulate yearly goals and establish programs within established state and federal law. The complete set of beliefs can be found within [Policy AAA](#).

TITLE IX

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

Title IX Coordinator is

Dr. Tara Olson

(701) 348-3590

tolson@glenullinbearcats.org

HOURS

School is in session from 8:25 am - 3:20 pm. Students are asked not to be in school prior to 8:00 am each morning. For our students' safety, the doors to the school will be locked during school hours.

VISITORS

Parents and community members are always welcome visitors. Those visiting the school are asked to stop at the office to check in. Children or students not enrolled in the Glen Ullin School must have permission from the principal and teacher prior to visiting a classroom. Preschool children or other children visiting the classrooms are not permitted unless accompanied by a parent or permission is given by the principal and teacher involved. When possible, the request to allow non-students to visit the classroom should be made to the principal 24 hours before the visitation in order to notify classroom teachers.

To prevent classroom disruption, parents and guardians who are waiting for school to be dismissed are asked to wait quietly in the front hallway and not interrupt teachers or students while in their classrooms. When dismissed, students will join parents or guardians in the front lobby. Visitors coming to the school will need to enter through the front doors since all other doors will be locked for security purposes.

PARKING

For the safety of all students, parents should park in the parking lot while waiting to pick up their children. Students who drive cars and cycles to school will park them in the parking lot at the east side of the high school. Cars and cycles will not be moved during the school day without permission. Off-the-road vehicles such as ATVs are not allowed on the premises. Students who ride bicycles to school should park their bicycles in the bike rack on the west side of the school. Students may not ride their bicycles during the school day.

CROSSWALK

For safety reasons, students are asked to cross the highway north of the school at the crosswalk. There is a crossing guard on duty before and after school to assist students along Highway 49. Students are asked never to walk along the highway. If students must walk along the streets, they should walk as close to the curb as possible on the side of the street facing traffic.

FAMILIES

FEES FOR 2026-27

MEAL TICKETS

Lunch: Students: K-6-\$3.00, Students: 7-12-\$3.60, Adults: \$4.50

Breakfast: Students K-12-\$2.45, Adults: \$3.10

All Guests: \$5.50 (Parents are welcome to come and eat lunch with their child(ren))

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

Behind-the-wheel driver education: \$150 for students attending GUHS

Yearbook (optional): \$25

STUDENT ACTIVITY FEES AND TICKET PRICES

For the successful pursuance of an activity program in school, a fee is necessary. Please see the activities handbook for more information regarding activity fees for specific sports or extracurricular activities.

- | | |
|----------------------------|-------|
| ● Grade K-12 | Free |
| ● Senior Citizens (65+) | Free |
| ● Adults (all sports) | \$125 |
| ● Family Pass (all sports) | \$225 |
| ● GBB Only | \$55 |
| ● BBB Only | \$55 |

PLACEMENT, PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

Placement, promotion, retention, and acceleration shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of alternatives. Please see [Policy GCAA](#) for full details.

PROMOTION AND RETENTION: ADMINISTRATIVE GUIDELINES

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

GRADES PRE K-8

A team consisting of the parent/guardian(s) of the student, classroom teacher, principal, and appropriate specialist will meet to consider pros and cons of retention. It is believed the best case is for the team to come to consensus but final determination shall lie with teachers and principal.

GRADES 9 – 12

Students in grades 9-12 will pass, fail or repeat classes as outlined through the graduation requirements and grade requirements. (Example 1 - a student who receives a 69% Semester grade for English II must repeat the class prior to graduation since English II is a state graduation requirement.) (Example 2 - a student failing an elective class with a grade below 70% will not receive credit for the course nor will it count toward the graduation requirements.)

SCHOOL CLOSING: ADMINISTRATIVE GUIDELINES

Please review [Policy ACAA](#). Procedures to be followed in case of a winter storm shall be:

- When, in the administration's opinion, weather conditions are dangerous to the safety of students, a decision will be made to not open school or start later. The decision will be based upon information from the weather station, and people in the outlying areas of the district. The announcement to open late or not at all will be made over school messaging, Facebook, and news media as early as possible in the morning. Information also will be posted on the district website and relayed to parents/guardians using Infinite Campus.
- When school is already in session and the weather appears to be a danger to the safety of the students, school will be dismissed. The announcement to close school early will be made at least 45 minutes before closing. When school closes early, students who rode the bus to school will not be allowed to stay in town without parent/guardian's permission.
- Parents may pick up their children at the school any time they feel that the weather is too severe in their area.
- All bus students should have arrangements in town so that when the weather is too severe to send the buses home, they will have a place to stay.

EMERGENCY AND SNOW STORM INFORMATION

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

PATRON COMPLAINTS

Constructive criticism of the schools is welcomed by the Glen Ullin School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. Please read [Policy KACA](#) for a full description and process.

PATRON COMPLAINTS ABOUT PERSONNEL

The Board recognizes that complaints from concerned patrons are inevitable. In order to provide an effective procedure for responding to complaints in a manner which is in the best interests of promoting better educational opportunities for children. Please refer to [Policy KACB](#) for a full description of the process.

PATRON COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Citizens of the school community who wish to register a criticism about the appropriateness or absence of instructional materials should obtain the "Request for Reconsideration of Instructional Resources" form from the building principal. A full description of the process can be found in [Policy GAAC](#) and [GAAC-BR](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

1. NOTICE TO PARENTS:

- a. Each school district will provide on an annual basis to students and parents, notice of the rights of access to students' records. (FERPA)
- b. The notice will be included in a student handbook disseminated to all students and their parents at the beginning of each school year. Students transferring into the District during the school year will be given a handbook on the day of enrollment. Principals in each school district will be responsible for including the notice regarding Parents' Rights of Access to School Records in the schools' handbook.

2. *ANNUAL NOTIFICATION REGARDING PARENT'S RIGHT OF ACCESS TO STUDENT RECORDS:*

- a. Each year parents and students need to be reminded of the student records policy of the Glen Ullin Public School District. Parents/Guardians of students, or 18 year old students who wish to review any or all the school records pertaining to the student, should contact the building principal for an appointment. The records will be reviewed with school personnel, and parents may have copies of the records for the cost of copying.
- b. If parents or adult students believe something in the records is inaccurate or misleading, they may request that it be corrected, or they may have comments added to the record. If the principal and the parent or adult student cannot agree, the latter may contact the superintendent for a hearing.
- c. Record information will not be released to most persons or agencies without the written consent of parents. Nonetheless, it is the policy of this district to forward school records, without parents' consent, to the schools in another district to which a student transfers. This is to facilitate the prompt placement of the student in the new school. However, parents may request a copy of the record. Similarly, without parent consent, the district forwards transcripts, or other information requested by high school students, to colleges and other educational institutions to which the students are applying.
- d. For a complete copy of the district's student record policy, contact your school principal. Parents who have questions or concerns about the student record policy may direct them to the building principal, the superintendent or the US Office of Education.
- e. Federal law permits a school district to identify certain information as "directory information" which may be publicly released without permission of the parents. Glen Ullin Public School identifies this information as the following: name, address, telephone number, date, and place of birth, major field of study, participation in activities and sports, weight and height of the members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous school attended. If you do not want this information released, please contact the principal of the school within ten (10) school days. If

we do not receive your notice by that date, we will assume that you have no objection to release of such information. We believe that it is in the student's best interest to have such information released in school and community newspapers because of the recognition it gives them. We make every reasonable effort to protect our students' privacy.

3. FORMS

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

MANDATORY REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT

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

ALL STUDENTS

EMERGENCY PROCEDURES

FIRE EXIT AREAS PROCEDURE GUIDELINES

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

TORNADO EVACUATION AREAS PROCEDURE GUIDELINES

All students are to move immediately to the locker rooms on the east side of the gymnasium. Students are to take a sitting position with their heads down between their legs.

The Glen Ullin School Policy is to take cover as quickly as possible and not take time to open doors and windows.

EVACUATION

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

STUDENT CONDUCT AND DISCIPLINE

It is the intention of the Glen Ullin School Board that the learning environment shall be safe, drug free, and conducive to learning. This extends to all district property, district vehicles, and on and off campus school sponsored events. Please review [Policy FF](#) for a full description.

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

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

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

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

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

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES

Rights

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

Responsibilities

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

DETENTION – ADMINISTRATIVE GUIDELINES

Students who continually disregard school rules may be assigned detention as a consequence. Students with unexcused absences or tardiness. Detention will typically be held during lunch hour. If it is outside of school hours, 24 hour notice will be given. The room to be used for detention will be assigned by the principal/teacher.

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

SUSPENSION AND EXPULSION (POLICY FFK)

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

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

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

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

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another person except in self-defense.
4. Possessing or transmitting any firearms, knives, explosives, or other dangerous objects.
5. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
6. Disobedience or persistent defiance of proper authority.
7. Behavior which is detrimental to the welfare, safety, or morals of other students, and/or substantiated harassment.
8. Truancy.
9. Any student behavior which is detrimental or disruptive to the educational process, as determined by the principal.
10. Offensive and vulgar language, whether or not it is obscene, defamatory, or insightful to violence, where it is disruptive of the educational process.
11. Threats of violence, bomb threats, or threats of injury to individuals or property.

ENROLLMENT OF SUSPENDED STUDENTS

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

RESPONSIVE CLASSROOM

As a district, we lean on Positive Behavior Support and Intervention. As a building, we seek to partner with families to grow responsible citizens. Teachers are encouraged to call home with positive news as well as information about situations of concern. At times, a student may choose to behave inappropriately in the school setting and thus be a disruption to staff and/or other students' education experience. In this case, the student may be referred to the office for additional restorative steps.

BULLYING

The Glen Ullin School District is committed to providing all students with a safe and civil school environment in which all members are treated with dignity and respect. Bullying of or by a student or school staff member is against federal, state, and local policy and is not tolerated by the Board. Bullying behavior can seriously disrupt the ability of the District to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the District that students and school staff members shall not engage in bullying behavior while on school property. Please refer to the full [Policy ACEA-E1.0211](#) for definitions.

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

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

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

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

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

REPORTING TO LAW ENFORCEMENT & OTHER FORMS OF REDRESS

Any time a school staff member has reasonable suspicion that a bullying incident constituted a crime, 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:

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

The form should be completed by an administrator when s/he:

- Initiates a report of an alleged violation of this policy; or
- Receives an oral report of an alleged violation of this policy.

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

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

INVESTIGATION PROCEDURES

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

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

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

1. Identification and collection of necessary and obtainable physical evidence (NOTE: In some cases physical evidence may be unobtainable, e.g., a private social networking profile);
2. Interviews with the complainant, the victim, and/or the alleged perpetrator. At no time during an investigation under this policy shall the victim/complainant be required to meet with the alleged perpetrator;
3. Interviews with any identified witnesses;
4. A review of any mitigating or extenuating circumstances;

5. Final analysis and issuance of findings in writing to the victim and bully and, if applicable, implementation of victim protection measures and disciplinary measures under this or other applicable policies.

Investigations shall be completed within 60 days unless the administrator documents good cause for extending this deadline. Such documentation should be sent to 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:

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

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

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

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

VICTIM PROTECTION STRATEGIES

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

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

PREVENTION PROGRAMS & PROFESSIONAL DEVELOPMENT ACTIVITIES

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

CARRYING WEAPONS

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

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

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

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

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

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

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

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

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

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

BUS CONDUCT

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

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

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

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

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

BUS CONDUCT - ADMINISTRATIVE GUIDELINES

- Pupils will ride on assigned buses. Parents must request in writing any exceptions to this rule.
- Pupils will board and debark from their assigned bus at selected designations unless written permission is granted to be let off at other than the regular stop. The bus driver must be given a written request signed by office personnel. Parents will assume the responsibility for the child when such a request is made and granted.
- Accommodations may be made for students with physical limitations so that they may safely ride the bus.
- Student Responsibilities:
 - Be on time at the designated school bus stops. Students not riding the school bus, please notify the bus driver or school at 348-3365. In town students will have 30 seconds from the time the bus stops to be walking towards the bus to enter.
 - Stay off the road while waiting for the bus.
 - Wait until the bus comes to a complete stop before attempting to board the bus. Line up in an orderly, single file manner. Do not rush to get on the bus.
 - Keep hands and head inside the bus at all times.
 - Assist in keeping the bus safe and sanitary at all times.
 - Vandalism to school vehicles or fixtures (such as seats) will not be tolerated. Offenders will pay for the damage to the vehicles or fixtures.

- o Always be courteous to fellow pupils, the bus driver, and to passers-by.
- o Always remain seated while the bus is in motion.
- o Cross the road at least 10 feet in front of the bus only after checking to be sure no traffic is approaching and/or after receiving a signal from the driver.
- o WINTER WEAR: ALL STUDENTS MUST have proper winter weather clothing to be permitted on the bus. Please see the Cold Weather Dress Policy under Dress Code.
- The above rules and regulations will apply to any trips under school sponsorship.

SEARCHES OF LOCKERS

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

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

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

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

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

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

The superintendent should be notified whenever a search has been conducted. Please review [Policy FGCA](#) for further information.

SEARCHES OF STUDENTS

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

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

private by a school employee of the same sex as the student with a school employee present as a witness and only with the permission of the principal. Strip searches shall not be conducted.

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

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

GRADING

ELEMENTARY

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

STUDENT SKILL DEVELOPMENT

Elementary student report cards include a Skill Development section focused on class behavior, work habits, and relationships.

Grading consists of: S = Satisfactory, P = Progressing, or N = Needs Improvement.

GRADES PK-3

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

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

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

When a student or parent has questions about a standard score, it is important to reach out to the teacher to gain more information. The teacher will be able to explain what assessment information has informed the score,

and also explain what score is expected at the current point of instruction. If needed, the teacher can conduct additional formal and/or informal assessments to gain more information about student understanding. Our intent with our grading systems is to provide meaningful and accurate information about student learning, so please don't hesitate to ask questions.

GRADES 4-12

Daily assignments may be graded using a variety of grading options such as points, letter grades, or percentages. Your child's classroom teacher will communicate the grading scale and expectations via syllabus or newsletter.

ATTENDANCE AND ABSENCES

Attendance and absences are outlined in [Policy FFB](#).

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

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

ABSENCES:

- A student shall be allowed 10 absences per semester. Excessive absences may affect whether or not a student passes or is retained during any elementary school year. At the high school level, the 11th absence results in automatic loss of credit for that class.
- Leaving the school building during any part of the school day, (8:20 a.m. - 3:20 p.m.) needs to be arranged ahead of time. This prior arrangement will necessitate a phone call or a written excuse from the parent indicating the reason for the student to leave the building during school hours. If leaving the school during the noon hour, approval must also be granted. Failure to adhere to this guideline will result in an unexcused absence.
- In school suspension will not count as days of absence. Out of school suspension will count as days of absence.

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

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

- The parent will be mailed a letter of notification of absence after the 5th absence in the class. On the 7th absence the principal will meet with the student/parent/guardian.
- If your student reaches the 11th absences and is at risk of losing credit, an appeal may be made. Absences that may be waived may include hospitalization, religious observance, death in the family or a doctor's requirement that a student remain at home due to illness. It shall be appropriate to consider the reasons for the students' absences and/or tardiness during the appeal process.
- It is always a possibility that in a situation of excessive absences, the school may contact social services to help address the situation.

APPEALING CREDIT LOSS AFTER THE 11TH ABSENCE (9-12)

- The attendance committee may grant exceptions to the 10 day policy. The student must verbally or in writing appeal to the superintendent within 10 days of the time the student reached credit loss status. The superintendent shall notify the student of the time and the place of the appeal hearing not less than 3 school days prior to the hearing. The superintendent shall notify the student of his/her right to present evidence and testimony on his/her own behalf and to be accompanied at the hearing by his/her parent/guardian and/or counselor if he/she wishes. The superintendent shall issue the decision of the committee in writing within five days of the date of the hearing.
- The student may appeal the decision of the attendance committee to the school board by written notice to the superintendent within 10 days of the committee's decision. The student shall receive a minimum of 3 days notice for this hearing and should attend with parents/guardian and/or counsel.
- In the event that a student files an appeal to the Board of Education for which credit is denied, the principal shall notify the teacher of the course. The teacher shall prepare and present to the School Board a subjective evaluation of the student in the class for which denial of credit is being considered.

ATTENDANCE: ADMINISTRATIVE GUIDELINES

1. If buses are not able to transport students due to poor weather or road conditions, students will not be counted absent.
2. Elementary (PreK-6) attendance is taken two times a day, in the morning and after lunch.
3. High School (7-12) attendance is taken each class period.
4. Three tardies per class will count as one unexcused absence on the 4th tardy.
5. Absences from classes due to Glen Ullin School activities will not be counted toward this policy.
6. Parents or guardians are to call 348-3590 by 8:00 a.m. on the day the student is absent to notify the office of the absence. If a student knows in advance that they will be absent from school, a parent/guardian needs to call the school or send a note with the student prior to the day they will be absent (day and time if it is an appointment).

7. **Students must check out with the main office with parental permission before leaving the school building. Permission should be requested before school begins in the morning. If a student leaves without permission, the student will be considered absent.**
8. When a student is absent, time allowed for make-up work is twice the length as the number of days missed. Exceptions to this rule would be students who are involved in a school function.
9. If a student is less than 15 minutes late to class, he/she will be counted tardy. If a student is absent for fifteen (15) minutes or more from a class he/she will be counted absent for the period.
10. Seniors may receive two days for a college visitation and/or two days for job shadowing, granting no more than two days total of a college visitation or job shadowing visit per school year. (Note: each student must see the school counselor and obtain approval for a college visitation or Job Shadowing.) Students leaving on school-sponsored trips, college visitation, or job shadowing must present lessons completed in advance to each teacher before departure
11. Students who wish to participate in any school activity must be present in school until 11:50 (or until dismissal time) prior to leaving for the event on the day of that event.

FAMILY 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 contract another illness that may "be going around" due to their already stressed immune system. Please refer to the following guidelines when considering whether to keep a child at home and when to return a child to school.

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

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

ILLNESS OR ABSENCES FROM SCHOOL

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

IMMUNIZATIONS

ND Century Code 23-07-17.1; Inoculation Required before Admission to School; mandates that all students through grade 12 meet a minimum number of required immunizations in order to attend school. A certificate of immunization must be completed and signed by the children's health provider or public health authority and submitted to the school office on the first day of school. Students who have not received required immunizations or have not begun the catch-up schedule must be excluded from school unless Proof of Required Immunizations is submitted or a claim of exemption is made and is on file. This form must be signed by a medical provider.

ILLNESS AND INJURY OF STUDENT AT SCHOOL

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

PERFECT ATTENDANCE

Please note that EXCUSED absences do not equate to PERFECT attendance. If the student is not present in school, they are considered not in attendance. The only exceptions to this guideline are school sponsored events that a student is present and actively participating in.

PLAGIARISM

RATIONALE

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

DEFINITION OF PLAGIARISM

Plagiarism is defined as:

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

STUDENT RESPONSIBILITIES

Glen Ullin students will:

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

VIOLATIONS

If a teacher believes plagiarism has occurred, the teacher will determine the degree of plagiarism and implement the procedures recommended below.

DEGREES OF PLAGIARISM- GUIDELINES FOR TEACHER CONSIDERATION

12. A first-degree violation may occur due to ignorance or inexperience on the part of the student. An example of plagiarism at this level may involve a student using a paragraph or a few lines of text without citing the material properly; however, most of the paper is the student's own work. Recommended procedures for first-degree violations are outlined below; any one or more procedures may be chosen:
 - a. Parent notification.
 - b. A make-up assignment on a more difficult level.
 - c. A grade reduction on the original assignment.
13. A second-degree violation is considered a more serious plagiarism offense. Examples of this violation include use of one or more paragraphs of another's ideas and/or works without correct citation. Incorrect citation may often take the form of improper paraphrasing. Although some of the work is the student's, it is evident that much of the work has been taken from other sources and not referenced. Recommended procedures for second-degree violations are outlined below; any one or more procedures may be chosen:
 - a. Parent notification.
 - b. A grade reduction on the original assignment.
 - c. A letter in the student's academic file detailing the offense.
14. A third-degree violation is a severe case of plagiarism and indicates the majority of a student's work has been taken from another source or sources and not referenced. An example may be the use of a purchased term paper or other materials as one's own. Also, this violation may involve improperly acquiring information and/or intentionally altering it, i.e. citing sources that are not actually sources. In addition, a third degree violation occurs when a student has been found guilty of plagiarism in a prior instance. In this instance, a committee that includes the teacher involved, the principal, and the language arts teacher will meet to determine what actions will be taken. Recommended procedures for third degree violations are outlined below; any one or more procedures may be chosen:
 - a. Parent notification.
 - b. A denial of credit for the original assignment.
 - c. A letter in the student's academic file detailing the offense.
 - d. A reduction in the overall course grade for the term or year.
 - e. Disciplinary action, including detention and in-school suspension.

Adapted from Plymouth Public School Plagiarism Policy, © 2008.

DRESS CODE

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

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

TECHNOLOGY ACCEPTABLE USE POLICY

Due to the ever-changing nature of the technology involved with the Internet, Glen Ullin Public School District reserves the right to modify this policy for the protection of the students and the system. Please review [Policy ACDA](#) for the most up to date information.

EDUCATIONAL TOOLS

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

learn digital skills. Students also have access to learning platforms such as IXL and Amira to support their core educational resources.

UNACCEPTABLE USE OF THE INTERNET

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

SECURITY GUIDELINES TO CONSIDER:

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

VANDALISM/HARASSMENT

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

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

SECURITY

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

that is a break in security that would be unacceptable. Any teachers' grade reports would be confidential and searching for these records would be a breach in security.

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

CONSEQUENCES FOR VIOLATIONS

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

CELL PHONE USE – ADMINISTRATIVE GUIDELINES

North Dakota state law mandates "bell to bell" cell phone restrictions in K-12 public schools. This law requires phones to be inaccessible during instruction times. Instructional time means the time from the start of the school day until dismissal at the end of the school day on school premises. Glen Ullin Public Schools is committed to enforcing this requirement while providing safe and effective learning environments for all students. Please review Policy FFI for detail.

Students may use them prior to the school day (before the first bell) and after school (after the final bell).

Teachers may have a specific spot in the classroom for phones to be stored during instructional time. The school district will not be responsible for lost or stolen cell phones. Staff will take appropriate actions if a cell phone is seen or heard during the school day. Disciplinary actions include, but are not limited to:

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

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

SCHOOL PROPERTY RULES & REGULATIONS

Students will show **pride** in their school by keeping the building and grounds free of litter.

USE 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.

ANIMALS IN THE CLASSROOM OR ON SCHOOL PROPERTY

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

SKATEBOARDS

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

ELEMENTARY SPECIFIC INFORMATION

START OF THE DAY

Students are not allowed in the classroom until after the 8:20 bell without explicit permission from the classroom teacher. Prior to the 8:20 bell, students may be eating breakfast, outside on the playground, or at the assigned indoor space due to weather restrictions.

AFTER SCHOOL PROGRAM

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

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.

COLD WEATHER DRESS

Students are encouraged to go out for all recesses whenever weather and health permits. If a student is to stay inside during this time, a written request is required from the parent or guardian. Students must be adequately dressed for the weather. This includes wearing a winter coat, caps, mittens, or gloves. When the playground is muddy, very wet/cold or covered with snow, overshoes or boots are required. Students will remain in the building during elementary recess or gym activities if the temperature (including wind chill) is below -10 degrees Fahrenheit.

PLAYGROUND PROCEDURES

Our playground is designated for fun outdoor activities with rules being followed and enforced for the **safety** of all students. Specific rules are reviewed in the classroom and posted in the hallways.

HIGH SCHOOL SPECIFIC INFORMATION (7-12)

SEMESTER TEST POLICY

All students in grades 7 – 9 must take *cumulative* semester tests *or projects* for both semesters. *Tests and/or projects will count for 10% of the semester grade.* All students in grades 10 – 12 must take their first-semester test, but may be exempt from their second-semester tests under the following conditions:

- Students must have an 87% or higher in the class
- Students cannot have more than five absences a class
 - All days missed from class will be counted as an absence except:
 - School-related absences
 - College visits (maximum of 2; verification required)
 - Absences in which medical personnel has given written orders for a student to stay home (verification required)

Each class period stands on its own, with the following exceptions:

- Students who have an unexcused absence in any class will lose all exemptions
- Students who receive an ISS, OSS, or more than three discipline referrals in the second semester will lose all exemptions

Students who exceed the five-day absence limit may contact the superintendent and request an appointment with the attendance committee to review the situation.

DUAL CREDIT

Dual credit courses are available to seniors who have earned at least a “B” average or above in a specific area such as English or Social Studies. Classes may be available before school (early bird) or during the school day through ITV. Interested seniors would be allowed to take the introductory college level class(s) in lieu of or in addition to the English IV or the Senior Social Studies (POD) classes. Those seniors taking the college class(es) would be allowed one extra study hall, if requested and available, during the school day. The College English and/or social studies class, if approved, would count toward fulfilling the graduation requirement of an English and /or POD. The credits earned in the college courses taken during the student’s senior year would be part of the student’s GPA (Grade Point Average) at the Glen Ullin School, as well as at the college. The college would also record on the transcript at the college, the student’s class(es) taken and the grade and credit earned. All the costs for taking the college level classes would be paid by the students and/or parents. The Glen Ullin School reserves the right to approve the course and content of college level classes prior to the student’s enrollment in those classes. Those students who, after enrolling in college level classes, decide to drop anytime during the year must enroll in the parallel high school class immediately. The grade received up to the time of withdrawal

would be averaged with the quarter, semester, or appropriate grading period. A passing grade is required to fulfill the graduation requirement.

GRADUATION

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

The requirements for graduation shall be established in keeping with the North Dakota Statute, Effective July 1, 2010 all students, regardless of program, must earn 24 credits for graduation, including the following: 4 credits in English which include Literature, Composition and Speech; 3 credits in social studies including: 1 in United States History, ½ United States Government and ½ Economics or 1 Problems of Democracy, 1 of any other social studies which may include Civics, Civilization, Geography and History, Multicultural Studies, North Dakota Studies, Psychology, Sociology or World History; 3 credits in science including 1 physical science, 1 biology; 3 credits in mathematics; 1 credit of cybersecurity; 1 credit of physical education or ½ credit physical education and ½ credit health; 3 credits Foreign Language, Native American Languages, Fine Arts or Career and Technical Education courses. 7 credits in electives. It is understood that some students will be involved in special and adaptive programs, successful completion of which will result in graduation.

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

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

SENIOR CLASS PRIVILEGES

ADMINISTRATIVE GUIDELINES

1. Seniors who do not have enough credits to graduate will not be granted open study hall privileges. Those students taking independent study courses for graduation must have those courses completed before senior privileges will be granted.
2. Students may be absent only during their study hall and/or lunch period. The tardy policy will apply to students who arrive late; on the fourth tardy, students will lose their privileges for the remainder of the school year.
3. The following attendance and tardy rules will apply for the second semester of the school year:
 - a. A senior having more than 3 unexcused tardies for the second semester will not be allowed senior privileges.
 - b. A senior having any unexcused absence will not be allowed senior privileges.
4. Any senior being sent out of any classes or the gymnasium for discipline reasons may lose his/her privileges for a period of time determined by the administrator.
5. A senior must have a 'C-' or better in every class. Any time a senior does not meet this requirement, senior privileges will be lost until such time as grades have improved.
6. Seniors not current on their bills will not be allowed senior privileges until those bills are paid.

7. Any NDHSAA, specifically section 12, violations by a senior will result in their senior privileges being suspended for the remainder of the school year.
8. Other student discipline violations not specified here will be handled at the discretion of the administration.
9. Any violation of these guidelines may result in a loss of privileges for the remainder of the year.

LUNCH PRIVILEGES

1. We encourage students to stay at school and eat with peers.
2. Lunch privileges are granted to each qualifying Junior for lunch hour on Friday each week or with parental permission.
3. Students may be absent only during their lunch period. The tardy policy will apply to students who arrive late; on the fourth tardy, students will lose their privileges for the remainder of the school year.

GRADUATION CEREMONY: ADMINISTRATIVE GUIDELINES

The valedictorian, salutatorian and honor students will be determined at the end of the third quarter. The valedictorian shall be that senior with the highest 4-year average. Salutatorian shall be the senior with the second highest 4-year average. Co-salutatorians or valedictorians may be appropriate when two students are very close in grade point averages. The average shall be figured to the nearest .01 of a percentage point. All other seniors with a GPA of 3.50 and above shall be graduated with honor. Distance Education course grades will also be used to calculate grades for honor students.

Those seniors who have not fulfilled all of the graduation requirements prior to graduation will not be allowed to participate in the graduation ceremonies. Only those students who have met all the graduation requirements will receive a diploma. Exceptions may be made by the Administration in cases of family illness, deaths, or an approved plan for graduation.

Graduating seniors must wear prescribed graduation attire, as approved by the Glen Ullin School Board. Graduates not wearing the approved attire will not be allowed to participate in the graduation ceremony.

APPENDIX

APPENDIX A: SPECIAL EDUCATION SERVICES

CATEGORIES OF SPECIAL EDUCATION PROVIDED

SPECIAL EDUCATION

- Special Education is defined as specifically designed instruction, at no cost to the parent, to meet the student's unique educational needs. Special education can include classroom instruction, home instruction, instruction in hospitals and institutions or other settings. Special Education services may be supplemented by Related Services.
- In order to be eligible for special education services; (a) a child must be evaluated in accordance with IDEA (Individuals with Disabilities Education Act) requirements; (b) the child is determined through this evaluation to have one or more of the disabilities included in IDEA; and (c) because of a disability, needs special education services. The disability categories as defined by IDEA include: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, and Non-Categorical Delay (NCD). For more information regarding special education and the special education process in the state of North Dakota, visit the North Dakota Department of Public Instruction website.
<https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/Parent%20Guide%20to%20Special%20Education%202018.pdf>

RELATED SERVICES

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

APPENDIX B: SECTION 504 – FEDERAL LAW

SECTION 504 – FEDERAL LAW OVERVIEW

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

Although Section 504 does not require schools to develop an Individualized Education Program with annual goals or an accommodation plan, the school should provide written documentation for each student identified and provide accommodations and/or services under Section 504. If the Building Level Support Team determines a possible need for accommodation, a referral should be made, and evaluations conducted. If the student is

identified as having a disability that is substantially limiting, has a record of such an impairment or is regarded as having such an impairment, the team may develop a Section 504 Accommodation Plan.

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

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

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

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

PROCEDURAL SAFEGUARDS NOTICE SECTION 504 OF THE REHABILITATION ACT OF 1974

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

You have the right to:

ANTI-DISCRIMINATION COMPLIANCE:

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

REFERRAL AND EVALUATION PROCESS:

- (a) Have your child receive a referral and evaluation for individualized specialized education services if it is believed that s/he may be eligible for special accommodations, related services, or programs under Section 504 of the Rehabilitation Act;
- (b) Have disability eligibility determinations under Section 504, as well as evaluation, educational, and placement decisions made by a Section 504 Committee, based upon a variety of information sources (which may include reports from physicians, school tests, standardized tests, etc.), and by persons who know the student and the student's history and individualized needs (which may include physicians, parents, teachers, school personnel, administrators, etc.), who know the meaning of the evaluation data, and who have the best understanding of placement options;

- (c) Have prior notification of the Section 504 Committee meeting at least five (5) calendar days prior to the meeting and have an invitation to participate in the meeting, whereby the Section 504 Committee shall determine whether the student is disabled under Section 504, and, if so, develop a written educational plan;
- (e) Have your child referred to the Committee on Special Education if it is believed that the student may have an educational disability, which may be evaluated by the Committee on Special Education;

ACCOMMODATION PLAN IF ELIGIBLE:

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

REVIEW OF AN ELIGIBLE STUDENT'S EVALUATION AND PLAN:

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

PROCEDURAL SAFEGUARDS:

- (a) Be notified in writing of any District decision concerning the identification, evaluation, and placement of a student;
- (b) Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
- (c) Submit a written request to the Section 504 Coordinator for an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement within thirty (30) days of receipt of the Section 504 Committee's determination. A section 504 due process hearing may be called at the written request of the School District or a parent/guardian and shall state the reasons the hearing is being requested;
- (d) Receive notice of the Section 504 due process hearing date at least seven (7) days prior to the date set for the hearing with a statement regarding time, place and nature of hearing; legal authority and jurisdiction under which the hearing is being held; statement of the matters asserted; right to be represented by counsel; and right to examine relevant records;
- (e) Receive appointment of an impartial Hearing Officer as selected by the School District, who may provide both parties with pre-hearing procedures concerning a pre-hearing conference and exchange of exhibits and witness lists. If an impartial due process hearing is to be held under the Individuals with Disabilities Education Act (IDEA) concerning issues relevant to the Section 504 proceeding, a hearing officer qualified to conduct IDEA proceedings may consider Section 504 issues at the impartial hearing. The issues under IDEA and Section 504 shall be separately addressed in the hearing decision;
- (f) Participate in the hearing, whereby you will have an opportunity to communicate in English or in your native language; present written and oral evidence; question and cross-examine witnesses; and be represented by counsel at your own expense.
- (g) Be notified in writing of the Hearing Officer's decision within forty-five (45) days following completion of the hearing. The School District or parent/guardian may seek review of the decision of the Hearing Officer in a court of competent jurisdiction. The Hearing Officer decision shall be implemented unless the decision is stayed, modified, or overturned by a court.

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

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

The Glen Ullin School District Section 504 Compliance Officer is Cami Krueger. She is responsible for assuring that the District complies with Section 504 and may be reached at 701-348-3590, counselor@glenullinbearcats.org

APPENDIX C: TITLE I GUIDELINES

PART 1: TITLE I PROGRAM OVERVIEW

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

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

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

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

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

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

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

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

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

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

10. that parents play an integral role in assisting their child's learning;

11. that parents are encouraged to be actively involved in their child's education at Glen Ullin School;

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

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

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

PART II. DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

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

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

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

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

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

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

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

1. Teacher in-services providing technological and research-based tools
2. Staff meetings to keep staff updated on parental-involvement requirements and to garner input on possible activities.

3. Distribution of information pertinent to parents concerning improving their child's academic achievement and school performance

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

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

The state's academic content standards,

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

The following information will be disseminated to parents:

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

The state and local academic assessments including alternate assessments,

1. School newsletter
2. Parent meetings

The requirements of Title I,

- Testing reports two times a year to be sent to parents
- Fall Parents' Night/Open House held annually
- Title staff to attend Title I workshops
- Engage in on-going professional development

How to monitor their child's progress

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

How to work with educators

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

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

- The school/district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Parent-Teacher Conferences
 - Fall Parents' Night/Open House
 - School Newsletter
 - Parental access to Power School
 - Mailing of the minutes of the Spring Review Meeting
 - Informal communication with parents throughout the year
 - Resources from the Web

- The school/district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Teacher in-service
 - Websites for parental access
 - Handouts relating to parents working with their students
 - Teacher/staff newsletters
 - Information about and involvement with Positive Behavior Support (PBS)
- The school/district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and conduct other activities, such as parent resource centers. We encourage and support parents in more fully participating in the education of their children.
- The school/district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Title I information will be clear and reader friendly

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

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

PART IV. DISCRETIONARY DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

PART V. ACCESSIBILITY

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

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

PART VI. ADOPTION

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

GLEN ULLIN SCHOOL PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

The Glen Ullin Public School will:

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

- We will use scientifically-based teaching methods and curriculum in all core areas to best teach all students.
- We will administer screening tests every fall and spring and those students who qualify will receive supplemental instruction. (See Title I teacher to see how a student qualifies for the Title I services.)
- We will teach all students so they may reach their fullest potential.
- We will work collaboratively with school staff, parents, and students to provide the best education possible.
- We will identify the student's needs, knowledge, and learning styles and help the work to utilize this information to learn.
- Hold parent- teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
- In the fall and spring of each year parent teacher conferences will take place.
 - October 12 3:30-9:30
 - February 3 3:30-9:30
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Report cards each 9-week period
- Midterm reports for all students
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Staff members are available daily from 7:45-8:20 am and 3:25-3:30 pm and during prep periods when they may return calls or visit with parents who have made previous arrangements.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Parents can make arrangements through the administration to observe classroom activities. The school provides a variety of activities during holidays, reading and math months, and other special occasions for parents to volunteer and participate in student activities.

PARENT RESPONSIBILITIES

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

- Monitoring attendance

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

GLEN ULLIN PUBLIC SCHOOL DISTRICT TITLE I DISPUTE RESOLUTION POLICY

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

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

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

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

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

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

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

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

GLEN ULLIN PUBLIC SCHOOL DISTRICT TITLE I RESOLUTION POLICY COMPLAINT FORM

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

APPENDIX D: TOBACCO USE IN THE SCHOOLS (POLICY ABBA)

NORTH DAKOTA'S COMPREHENSIVE MODEL SCHOOL POLICY FOR TOBACCO USE

DEFINITIONS

For purposes of this policy:

- *Electronic smoking means* any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. Electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, e-hookahs, mods, tank systems, Juul, Suorin, or under any other product name or descriptor. Electronic smoking device also includes any component part of a product, whether or not marketed or sold separately, including, but not limited to, e-liquids, e-juice, cartridges, or pods..
- *Imitation tobacco product* means any edible non-tobacco product designed to resemble a tobacco product, or any non-edible non-tobacco product designed to resemble a tobacco product and intended to be used by children as a toy. Imitation tobacco product includes, but is not limited to, candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snus, and shredded beef jerky in containers resembling snuff tins.
- *Lighter* means a mechanical or electrical device typically used for lighting tobacco products.
- *Possession of tobacco products* means:
 - a. Actual physical possession of the tobacco product while on school property;
 - b. Use or consumption of the tobacco product while on school property;
 - c. Tobacco product located in the student's locker, car, handbag, backpack, or other belongings while on school property; or
 - d. Appearance by a student on school property after having consumed or ingested the tobacco product that is noticeable by breath odor.
- *Smoking* means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco, nicotine, or plant product intended for inhalation, including hookah and marijuana, whether natural or synthetic. "Smoking" also includes the use of an electronic smoking device. This excludes any FDA-approved nicotine replacement therapy.
- *School property* is defined in NDCC 15.1-19-10 (6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Tobacco product* means any product containing, made, or derived from tobacco, or that contains nicotine, whether synthetic or natural, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to: a cigarette; electronic smoking device; cigar; little cigar; cheroot; stogie; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; cavendish; plug and twist tobacco; fine-cut and other chewing tobacco; shorts; snuff; snuff flour; snus; refuse scraps, clippings, cuttings and

sweepings of tobacco; and other kinds and forms of tobacco. Tobacco product also includes any electronic smoking device.

- *Tobacco use* means smoking and the heating, inhaling, chewing, absorbing, dissolving or ingesting of any tobacco product.
- *Visitor* means any person subject to this policy that is not a district student or staff member. This includes school volunteers, independent contractors, individuals performing services on behalf of the District, and individuals attending school-sponsored events or activities.

RATIONALE FOR REGULATING POSSESSION & USE

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

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

Tobacco use is the leading cause of preventable death and disability in North Dakota. To support and model a healthy lifestyle for our students and ensure a safe learning and working environment, the Glen Ullin School Board establishes the following tobacco-free policy.

PROHIBITIONS

Students are prohibited from possessing, using, consuming, displaying, promoting, or selling tobacco products, electronic smoking devices, imitation tobacco products, or lighters at any time on school property or at any school sponsored event or activity. In addition, students who participate in extracurricular activities are prohibited from possessing or using tobacco products at any time, on and off school property, as directed by district policy (FFE) and the North Dakota High School Activities Association bylaws.

District staff and visitors are prohibited from using, consuming, displaying, activating, promoting, or selling tobacco products, electronic smoking devices, imitation tobacco products, or lighters at any time on school property or at any school sponsored event or activity. This policy includes all events on school property that are not sponsored by, or associated with, the school.

The District shall not promote or allow promotion of tobacco products, electronic smoking devices, imitation tobacco products, or lighters on school property, at any school sponsored event or activity, or in any school publications. This includes promotion of these products via gear, technology accessories, bags, clothing, any personal articles, signs, structures, vehicles, flyers or any other materials.

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

EXCEPTIONS

It shall not be a violation of this policy for an individual to possess or provide tobacco, electronic smoking devices, imitation tobacco products, or lighters to any other individual as part of a genuine indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice off of school property. It shall not be

a violation of this policy to use a tobacco product as part of an educational experience related to indigenous tobacco practices when such use and education experience has been approved by administration.

It shall not be a violation of this policy for tobacco products, electronic smoking devices, imitation tobacco products, or lighters to be included in an instructional or work-related activity on school property if the activity is conducted by a staff member or an approved visitor, the activity does not include smoking, chewing, or otherwise ingesting the tobacco product, and has been approved by administration.

It shall not be a violation of this policy for non-students 18 years and older to use or possess a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

COMMUNICATING TO STUDENTS, STAFF, & PUBLIC

The District shall comply with all smoking prohibition posting requirements in law. Appropriate signage shall be posted throughout the district at building entrances and other highly visible locations on school property, such as, but not limited to, school buildings, district vehicles, vehicular entrances to school grounds, school playgrounds, and all indoor and outdoor athletic facilities. Signage shall indicate that the Glen Ullin School District is tobacco free. This policy will be printed in employee and student handbooks. Parents and/or guardians shall be notified of this policy, and the local media may be asked to communicate this tobacco-free policy communitywide.

RESPONSIBILITY FOR VIOLATIONS

All individuals on the district's premises share in the responsibility for adhering to and enforcing this policy. The Superintendent shall develop regulations for the enforcement and implementation of this policy (ABBA-AR).

PREVENTION EDUCATION

The District may consult with the county health department and other applicable health organizations to provide students with age-appropriate tobacco prevention information that follows the guidance from the Centers for Disease Control and Prevention.

TOBACCO CESSATION SERVICES

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

LIBRARY POLICY

MISSION STATEMENT

The Glen Ullin Public School Library shall support the mission and philosophy of the Glen Ullin Public School District. The Glen Ullin Public School Library will provide relevant instruction in information literacy, foster a lifelong love of reading and learning, and provide free access to a diverse collection of quality media found in multiple formats which support the school's curriculum; all within a safe, comfortable, and welcoming environment.

VISION/PURPOSE

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

LIBRARY PROCEDURES

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

PATRON RESPONSIBILITY

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

LIBRARY CONDUCT

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

PERIODICALS/REFERENCE MATERIALS

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

OTHER CHECK-OUT OPTIONS

MANDAN-MORTON BOOKMOBILE

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

INTER-LIBRARY LOAN

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

LOST/DAMAGED MATERIALS

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

INTELLECTUAL FREEDOM STATEMENT

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

PARENT ACKNOWLEDGEMENT

Please read and review this handbook with your child. Once complete, please sign and return this page to the office.

Date:	Name:
Student Name:	
Signature of Parent/Guardian:	

