

STUDENT-PARENT HANDBOOK

2025-2026

Hankinson Elementary School

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Hankinson Student-Parent Handbook

All policies, procedures and regulations contained in this handbook are in accordance with the approved policies of the Hankinson School Board. The 2025-2026 Student-Parent Handbook was approved by the Hankinson School Board on August 12, 2024.

INTRODUCTION

We, the Hankinson School Board, present this statement of our basic beliefs concerning education in order to formulate district goals and objectives and to establish programs that are designed to meet these goals and objectives within the legal framework of state and federal law.

We believe:

1. The purpose of education is to equip students with the knowledge and skills necessary to become active, informed, and productive members of society. Our public schools have a responsibility to foster the growth of intelligent and informed citizens.
2. All individuals are entitled to equal rights, freedoms, and opportunities regardless of economic, cultural, or intellectual differences. The District is committed to creating and preserving a learning and working environment that promotes tolerance and is free from discrimination and harassment.
3. Only through the study of basic subject matter, history, culture and fine arts will students be prepared for both the practical tasks and complexities of the world. The District will provide all students with opportunities to participate in varied curricular offerings.
4. Education should aid in the development of good character, self-respect and self-worth, and offer opportunities to form satisfying and responsible relationships with other people. The District will offer programs that allow students to practice the skills of family and community living and that promote an appreciation for health and safety.
5. Education must look to the future. The District will offer programs to help students with skills that may be demanded by our future society, that help students select appropriate occupations, and that provide opportunities to develop worthwhile leisure time activities. The District will also offer programs that teach money, property, and resource management techniques and conservation practices in order assist students with planning for the future.
6. Educational experiences should be timed in accordance with students' readiness for them. All district programs will take into account factors such as age, maturity, and readiness.
7. Appropriate discipline helps ensure that the educational program operates efficiently and helps mold students into upstanding citizens. The Board shall develop policies in accordance with law to ensure administrators are equipped to appropriately respond to disciplinary issues.
8. Parents and the community should serve as partners with schools. It takes the combined effort of all members of the community to develop and maintain an educational program that meets the objectives delineated above. District schools will embrace the support and reflect the expectations of the community.

To provide the efficient operation and administration of Hankinson Public School, the Hankinson School Board and the Administration have established this policy manual to inform students, parents, and community of the policies of Hankinson Public School.

These policies consist of legislative acts passed by the Board of Education while in session. Such published policies with supplemental rules and regulations are helpful to students, teachers, administration, parents, school board members, and employees. These policies are intended to reduce to a minimum the process of trial and error, and to provide harmony in human relations. The Hankinson School Board will provide for the school system these general policies in keeping with the rules and regulations of the State Board of Education, the requirements of state law, and the wishes of the community, students, and faculty.

ELASTIC CLAUSE

This handbook will not cover all possible events that will occur during the school year. If a situation arises that is not specifically covered in the handbook, the administration will act fairly and quickly to resolve the situation. In reaching a solution, the interest of the students, parents, staff, school, district and community will be taken into consideration.

DISCLAIMER

All policies, procedures and regulations contained in this handbook are in accordance with approved policies of the Hankinson School Board. All changes to the handbook for the school year are presented to the school board.

This handbook is subject to change at any time by policy changes of the Hankinson School Board and/or actions of the administrators.

Hankinson Public School

OUR MISSION

Empowering Success: Every Student, Every Opportunity, Every Day

OUR BELIEF

We believe in a safe, caring, and respectful learning environment where students are at the center of our educational decisions. In a partnership between the school and community, students will be supported, encouraged, and challenged to reach their full potential.

OUR VISION

We will seek to empower students with authentic and innovative educational experiences in a safe and supportive environment. Every student will be provided the opportunity to develop the essential skills of communication, collaboration, critical thinking, and creativity. These skills will prepare our students for an ever-changing world where they will become confident, community-minded, and productive members of society.

DISTRICT GOALS AND OBJECTIVES

The District shall comply with approval requirements in state law and shall strive to provide schools that meet the criteria for accreditation with commendation from the Department of Public Instruction and that show adequate yearly progress as defined in federal law.

In addition to meeting these approval and accreditation requirements/standards, the Board has established goals and objectives, which are contained in the district's strategic plan and are outlined below.

Strategic Initiative 1: Academic Engagement

Goal 1: 21st Century Readiness and Personalized Learning

Hankinson will use the 21st Century skills of collaboration, communication, creativity, and critical thinking to provide the structure for teaching and learning. 21st Century skills encourage high achievement of every student and support the teaching of the North Dakota State Standards.

Goal 2: Technology and Innovation

Hankinson will continue to increase the integration of technology as a learning tool for students and staff and will work to incorporate computer science and cybersecurity into the K-12 curriculum.

Goal 3: Data-Driven Decision Making

Hankinson will use data to make decisions about student achievement and growth.

Strategic Initiative 2: Professional Learning and Development

Goal 1: Professional Development for Staff

Hankinson staff members will participate in professional development activities as organized by the school districts leadership team. Opportunities for professional development will be targeted and implemented as appropriate for teachers and support staff.

Goal 2: Professional Development for School Board

Hankinson School Board members will engage in Professional Development activities throughout the school year.

Strategic Initiative 3: School Culture and Climate

Goal 1: Student Leadership and Citizenship

Increase awareness and opportunities for leadership and service learning for students.

Goal 2: Positive Behavior Management

Hankinson Public School will implement a school-wide positive behavior system for all students.

Goal 3: Social Emotional Support

Hankinson will increase the availability of social and emotional supports for students.

Strategic Initiative 4: Resource Management and Planning

Goal 1: Long Range Facilities Planning

Hankinson will strive to build and maintain facilities necessary to carry out the mission of the district with appropriate space available for all aspects of education.

Goal 2: Long Range Technology Planning

Hankinson will integrate technology within the curriculum to optimize the individual learning of each student.

Integrated technology assists students in gathering, evaluating, and or using information, conducting research, solving problems, and or creating original works.

Goal 3: Long Range Financial Planning

Hankinson will develop a long-range financial stability and sustainability plan. This effort will require ongoing state commitment to education funding, local support for the educational experience expected by district stakeholders, and current federal support for federal educational mandates.

NONDISCRIMINATION POLICY

The Hankinson School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding nondiscrimination policies:

Title IX and Section 504

Sarah Pohl, High School Principal

PO Box 220, 415 1st Ave SE, Hankinson, ND 58041

701.242.7516 | sarah.pohl@k12.nd.us

Grievance procedures can be found in school board policy AAC-BR1 and CCB. *The full Nondiscrimination and Anti-Harassment Policy can be found online at the school's website or in the appendix of this handbook.*

ANTI-HARASSMENT POLICY

The Hankinson School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law.

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

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

SEXUAL HARASSMENT DEFINITION

Sexual Harassment is a form of harassment based on sex or gender identity. It is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of the basis for employment decisions or educational decisions or benefits for students.
- Such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

The full anti-harassment and nondiscrimination policy can be found online or in the appendix of this handbook.

DECISION MAKING BODIES

Hankinson School Board

Aaron Medenwaldt, President
Nick Foertsch, Vice President
Melissa Schmidt
Jason Semerad
Jodi Severson

HANKINSON SCHOOL BOARD

The Hankinson School Board is made of five elected individuals who are freely chosen to represent the wishes of the entire school district. The board meets regularly in a public meeting on the second Monday of each month in the high school library, where they hear problems or business brought to their attention. They are also responsible for making the final decision regarding school policy.

Administration



Mr. Chad Benson
Superintendent



Mrs. Sarah Pohl
*High School Principal
Athletic Director*



Mrs. Renae O'Meara
*Elementary Principal
Activities Director*

ADMINISTRATION

The Superintendent and Principals represent the administration. They represent the Board to the faculty, parents, and students. They also represent the faculty, parents, and students to the School Board. The Hankinson School Board authorizes the Superintendent to administer the policies set forth by the School Board

PARENTS/GUARDIANS

It is the role of all parents/guardians of school age children that attend the Hankinson Public School and all faculty members that teach at said school to provide continuous input regarding their wishes as to what they feel school policy ought to be.

STUDENT COUNCIL

The Student Council shall consist of recommended/selected members from each of the 9-12 grade classes. Their role is to provide the student perspective and opinion in school decisions. The advisor is responsible for appointing members.

CHAIN OF COMMAND

There is a sequence that should be followed in the event a parent, student, instructor or coach has a concern or question. The steps listed below constitute the chain of command:

1. Classroom Instructor / Advisor / Coach
2. Building Administrator (Principal) / Athletic or Activities Director
3. Superintendent
4. Hankinson School Board



ACADEMIC POLICIES

Upon receiving these reports, parents are encouraged to contact the school and make arrangements to confer with the teacher if they have questions, comments, or concerns.

Parents are the first and most important teachers of their children. It is through their cooperation in our school that the best instructional results are attained. Parents are invited to visit classes and talk to the teachers in regard to their child's school work.

REPORT CARDS

Report cards will be distributed following the end of each nine-week grading period.

Evaluation will be based on the individual discretion of each instructor and will be explained to the class before the course begins.

Any student receiving an incomplete grade must have make-up work completed within one week of the next grading period, or the grade will become an "F" with no credit. The administration may grant exceptions to students with extenuating circumstances.

GRADING SCALE

GRADES 3-6

Grades 3-6 use the common Hankinson Public School grading scale that is also used by middle and high schools.

Letter Grade	Percentage
A	96-100
A-	94-95
B+	91-93
B	89-90
B-	87-88
C+	84-86
C	82-83
C-	80-81
D+	77-79
D	72-76
D-	70-71
F	Below 70

GRADES K-2

Grades K-2 use a **standards-based grading** system, which focuses on students' progress toward mastering specific academic standards rather than earning traditional letter grades. This approach allows teachers to provide more detailed feedback on a child's strengths and areas for growth. Students are assessed on their understanding and application of key skills in subjects like reading, writing, and math, using descriptors such as I - "Independent," P- "Progressing with Assistance" and N- "Needs Frequent Assistance." Standards-based grading helps families better understand how their child is progressing and supports more targeted instruction to meet each learner's needs.

ACADEMIC HONESTY

Students caught cheating will receive a grade of zero on their work and will be referred to the principal for potential further consequences. Cheating may include but is not limited to plagiarism and copying.

ENTRANCE FOR KINDERGARTEN

Age for Enrollment: (NDCC 15.1-06-01) All children entering Kindergarten must reach at least five years of age before August 1 of the year of enrollment. Section 15-47-01 of the North Dakota Century Code will allow some children to enter Kindergarten early under certain circumstances.

FAAB -EARLY ENTRANCE REQUIREMENTS

A parent/guardian may apply for early admission of their child to the Hankinson Public Schools if the child meets early entrance age requirements established by law. The Superintendent shall develop a procedure for testing and evaluating early entrance applicants in accordance with law. The procedure shall, at a minimum:

1. Require that applicants be evaluated using developmental and readiness tools developed by the Superintendent of Public Instruction.
2. Contain a prohibition disallowing an applicant from applying for early admission more than once during a 12-month period.
3. Require a mandatory nine-week probationary period for all approved applicants at the end of which reassessment shall be made.
4. Contain a notice that application denial decisions are binding for a twelve-month period.

Fees

The Board will assess the costs of early admission evaluations for students residing in the District. Out-of-district applicants will also be charged a fee as determined by the Board and such monies will revert to the District.

Transfer Students

The District will honor early admission evaluation decisions made by other North Dakota school districts. The District shall also honor early admission decisions made by other U.S. school districts for military children governed by 15.1-04.1-01 and worldwide for military children governed by 15.1-04.1-01. Despite these exceptions, the District will still require a nine-week probationary period for any student who transfers into the District and is younger than the state minimum age of attendance for kindergarten or first grade.

USER FEES

It is the position of the Hankinson Public School that throughout the course of the school year, each student involves himself/herself in learning experiences in which the end result is a product that becomes the personal property of the student, even though the materials (i.e. computer supplies, paper, art supplies and other project materials) were originally purchased by the school district.

The user fee is used by the District to off-set the cost of such materials and supplies and is consistent with applicable North Dakota Century Code.

ATTENDANCE POLICIES

SCHOOL HOURS

Classes begin: 8:25 a.m.

Classes end: 3:25 p.m.

- Students who are eating breakfast may enter the school after 7:30 a.m., when breakfast begins. Others are asked to arrive after 8:00 a.m.
- Students are not permitted to stay on first or second floors at their lockers, in hallways, or in classrooms before the 8:20 a.m. bell unless prior permission is granted. Students should put their belongings in their lockers and report to the gymnasium.
- To ensure a safe and efficient dismissal, students will exit the building through designated doors based on how they are going home. Bus riders should use Door 2, walkers should use Door 1, and students being picked up by a vehicle should use Door 3. For the safety of all students, vehicles must follow the traffic flow by driving north to south on 2nd Ave SE. Please do not enter or park in the bus loading zones. After 3:30 p.m., no students are allowed to be in the building unless supervised.

CLASS ATTENDANCE

The Hankinson School District believes that regular school attendance is the joint responsibility of the student and their parent(s) or guardian(s) and it is essential for success in school. The district shall abide with compulsory attendance requirements in state law for students ages seven through sixteen.

Attendance will be taken every day. If a student arrives late at the school for the taking of attendance, the student must report to the office immediately and sign in. All students must have parental permission to attend appointments, etc., by a phone call or e-mail to the school or a note from a parent/guardian.

LEAVING SCHOOL

Hankinson Elementary School is a closed campus. Students, once in attendance, are required to stay on campus until being dismissed at the end of the school day or excused by the administration.

If a student needs to leave school at any time during the day for any reason, they must have parental permission to the office before being excused by the administration.

Students and parents should check in at the office before leaving the school building, when returning to school after an appointment, or when arriving late.

Students who become ill during the day are to report to the office and the parent/guardian will be contacted before the ill students are allowed to leave.

ABSENCES

Regular school attendance is of utmost importance to the student. Any student who is absent from school at any time must have a written or verbal excuse to the office before the absence occurs or as soon as possible. Make-up work assignments must be picked up from the teachers involved before the student is absent when at all possible.

TARDINESS

Students shall be in their classroom at the designated start time. Excessive tardies may be subject to disciplinary consequences.

EXCUSED ABSENCES

Excused absences shall include the following: illness, injury, family emergency, religious observance or instruction, suspension, participation in school-related activity, court appearances when subpoenaed, or other reasons deemed necessary and justifiable by the administration.

Accumulated absences in excess of ten per semester may result in academic or disciplinary consequences. These absences may also be reported to Richland County Social Services.

The administration may prorate the number of absent days for students who enroll after the semester has begun.

Any school function in which the students are directly representing the school, and are under the supervision of a teacher or advisor, are excusable and students do not need an excuse from parents. Students must, however, pick up their make-up work before they leave on such activities. Any absence which meets the above requirements will be excused. Students will be allowed a reasonable time to do required course work. A reasonable time shall be decided upon by the teacher and student with the principal's input.

Students will have the same number of days to make up missed work as the number of days they were absent. However, for the first day of absence, students will be given two days to complete missed work. After that, the standard rule of one make-up day per day absent will apply.

Work assigned prior to the student absence is due the first period of the class on the day the student returns.

UNEXCUSED ABSENCES

Unexcused absences are absences that are not supported by verbal or written excuse for an absence.

Unexcused absences include but are not limited to the following:

- **Truancy** (cutting or skipping) -defined as being absent from one or more classes without consent. It is also defined as failure to report to the office after being sent there, leaving class without a teacher's permission, abuse of pass usage, and failure to go to class.
- **Oversleeping**
- **Unverified Appointments**

Unexcused absences will result in a zero for the day on school work. These absences may also be reported to Richland County Social Services.

The full Attendance and Absence policy (FFB) can be found at the Hankinson Public School website or in the appendix of this handbook.

HEALTH AND SAFETY

STORM DAYS / EARLY DISMISSAL

If school should need to be canceled, postponed, or dismissed early due to weather or other emergency, an announcement will be broadcast over local radio and television stations, social media platforms, and via our notification system, which will send an e-mail, text message, and phone call to the contact information that is in PowerSchool. It is the responsibility of the parents to ensure that this information is up-to-date.

If there is a change of weather conditions during the school day that would make driving hazardous, the school will close. Buses will take those students who ordinarily ride buses to their homes. Parents will be permitted to pick up their children if they wish, or if for any reason their children will not ride the bus, they are to inform the school. The bus drivers will immediately notify the school office by bus radio if any of the following conditions arise: 1) road is blocked 2) alternate route is used 3) bus becomes stalled 4) a student is injured or becomes seriously ill. This information will be reported to the parents as soon as possible. Until all children have been safely delivered and buses have returned, the office radio will be monitored to receive emergency messages. In the event the superintendent feels that the buses cannot make the routes, that the weather conditions do not permit safe transportation, all students will be sent to their storm families.

In the event of early dismissal for other reasons (workshops, holiday, etc.) notice will be given several days in advance.

FIRE DRILL PROCEDURE

HPS will conduct a minimum of four fire drills per year. During the first fire drill, students will be instructed as to the proper procedure by their classroom instructor. Thereafter, drills may come as a surprise and students and staff must respond accordingly by proceeding quickly, but orderly, to the designated exit and to an area at least 75 feet from the building. Upon reaching these areas, teachers will take roll and report any absences to the principal's office.

Teachers will determine procedures for leaving the room and taking roll. Fire drill procedures are used as a serious effort to maintain safety of students and staff.

LOCKDOWN DRILL PROCEDURE

Hankinson Public School may initiate a lockdown for a variety of reasons including, but not limited to health concerns of staff or students, law enforcement visits, community risk or emergency, or unauthorized access of the building. To ensure preparedness, HPS staff and students will participate in at least one lockdown drill per school year. The specific procedures will depend on the type of lockdown that is initiated.

TORNADO DRILL PROCEDURE

A minimum of one tornado drill will be conducted each school year. During the drill all windows and doors will be shut and students and staff will proceed as quickly as possible to designated areas.

Designated Emergency Exits:

- Room 119-120 -- west exit
- Room 127 -- east exit out of room
- Old Gym -- north exit
- New Gym -- northwest exit
- Room 200-201 -- south stairs to southwest exit
- Room 214 -- south stairs to southwest exit
- Room 217-219 -- north stairs to west exit
- Room 300-301, 313 -- south stairs to southwest exit
- Room 307-308 -- vestibule stairs to south exit
- Room 309-312 -- east stairs to east exit
- Room 315-319 -- north stairs to west exit

MEDICATIONS

If a student requires medication during school hours, an authorization form must be on file in the office. School staff can only assist with or supervise medication administration with a written order from a physician and written consent from a parent or guardian. Students needing medication must have a physician's written order with specific instructions for administration. Medications must be transported to and from the school office by a parent or guardian. Students are not permitted to carry or store any medication—whether prescription or non-prescription—in their lockers or backpacks.

STUDENT IMMUNIZATIONS

Parents must provide school authorities with a certification from a licensed physician confirming that their child has received, or is in the process of receiving, immunizations against diphtheria, pertussis, tetanus, measles, rubella, mumps, polio, meningitis, varicella, and hepatitis B. An updated immunization certificate should be submitted at the beginning of the school year or whenever additional immunizations are administered. Students enrolling after the start of the school year must complete their immunizations by the beginning of the following term. School authorities shall inform parents or guardians of their right to refuse immunizations, and a completed form must be on file with the school at the beginning of each school year.

SPORTS PHYSICALS & CONCUSSION FORMS

All students participating in extra-curricular sports must pass a physical examination and return a completed physical form to the office each school year. Concussion forms must be signed by students and parents annually. Physicals forms and concussion forms must be turned in prior to participation in extra-curricular activities. Both forms can be found at the school's website or picked up in the office.

STUDENT INJURIES

All accidents or injuries connected with any school activity will be considered serious and handled accordingly. Special care will be given to any injured student to prevent any further trauma or injury. When a student is injured, it is his/her responsibility to report such to the coach or teacher. All injuries will be reported to the administrative office, which will immediately determine any further emergency needs and notify the parents as soon as reasonably possible.

Medical treatment is the responsibility of the parent/guardian and will not be assumed by the Hankinson School District. The Hankinson School District assumes no liability for medical bills incurred by any student, including athletes.

INFECTIOUS DISEASE

In considering the admittance or denial of admittance of a child who is diagnosed as having a significant infectious disease such as Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC), Cytomegalovirus (CMV), or Hepatitis B, the District will abide by the decision of the local board of health significant infectious disease committee. This committee consists of the Superintendent or designee, the local health officer or other physician designated by the local board of health, the child's physician, and a school board member.

Any change in the child's condition that might require reassessment of the child's attendance shall be reported to the superintendent, who shall call a meeting of the committee to consider such reassessment.

The District shall provide appropriate alternative programs for children who are unable to attend school or who may need accommodations because of significant infectious disease. A program will be determined by a team consisting of the superintendent, principal, the child's personal physician, the child's primary classroom teacher and the child's parent(s). The special education director and other specialists may be included if appropriate. Any information coming before this team shall be considered confidential.

SUPERVISION AND DISCIPLINE

STUDENT SUPERVISION

In order to establish and maintain order within our school, the Hankinson School Board has delegated the authority of discipline to the principals of Hankinson Public School. Through their authority, and of the authority granted teachers and staff, they will protect the safety, rights, dignity and property of each individual within our school as well as the school itself. Proper supervision will be maintained at all times. The school building will be available for school activities as long as they have been properly approved and will be properly supervised by faculty.

STUDENT DISCIPLINE

The most effective discipline is self-discipline. Each individual within our school system is expected to behave in a responsible manner that is within the limits of good taste and is appropriate to the educational functions of a public school. No individual will be permitted to exercise an act which conflicts with the rights of others, or behave in a manner which threatens the health, safety, or orderly management of the school. Students should use common sense to guide their behavior. Those who show proper respect to fellow students, school employees, teachers, and school property will have few problems resulting in disciplinary action.

DETENTION

Pupils who disrupt the educative process or the decorum of the school or attempt to encourage others to do so, may be required to serve detention. Time and location will be set by the administration. The length of detention will be set by the teacher or principal. Following a number of detentions, the principal has the discretion to suspend a student in place of assigning detention. To receive credit for serving detention, the student must be present by their assigned time and remain until excused by the supervisor. If student is more than one minute late for detention, the student will need to leave and their detention time will be doubled. Students failing to report for assigned detention will receive double detention time. If detention is missed a second time, the student will be suspended for one school day. If detention falls during the time of an extracurricular event or practice, the student will NOT be excused to participate in that activity during detention time.

STUDENT SUSPENSION FROM CLASS

Cases of suspension or expulsion shall be referred to the principal. If the student is sent from any classroom for misbehavior, the student will report immediately to the principal's office to discuss the situation.

Disruptive behavior in school or at school activities will result in the student serving detention at a time arranged by the teacher or principal.

While suspended, students are required to keep up with their school work. It is the students' responsibility to make arrangements with each teacher to ensure make-up work is completed. Suspended students must complete all make-up work within one day after returning to class. This means all assignments must be completed at the beginning of class on the second day.

Each time a student is disciplined, a notice will be sent to the parents informing them of the incident. A copy of each notice will be kept on file. A teacher sending a student to the office will fill out a discipline notice.

A student sent to the office for failing to complete assigned school work will receive detention. Failure to stay the designated time will result in double time. If the time for double time is not met, the student may be suspended from school for up to three days.

Students who have been disciplined are encouraged, and may be required, to meet with the counselor to discuss the problem.

SUSPENSION/EXPULSION POLICY

Pupils who disrupt the educative process or the decorum of the school or attempt to encourage others to do so, may be suspended and may be referred to the School Board for expulsion and to civil authorities for prosecution. No student shall be expelled without a formal due process hearing.

Expulsion referrals to the School Board may result after two out-of-school suspensions. Major violations of the educative process or the decorum of the school may result in an immediate referral to the School Board for consideration of expulsion.

SUSPENSIONS

In-School Suspension

Students report to the assigned area where they will remain for the entire school day. Students are required to work on assignments during this time. Credit is given for all assignments given and/or completed during in-school suspension.

Out-of-School Suspension

Students will not report to school. Credit will NOT be given for any assignments given during out-of-school suspension. Students are not allowed to attend extra-curricular activities either before or after school on the day(s) they are suspended.

Suspension of Disabled Students

Disabled students may be summarily suspended if they endanger themselves or others. A summary suspension is the immediate removal of the student from his or her regularly scheduled school program for a period not to exceed three school days. The summary suspension may be affected immediately upon the decision of the designated building administrator. Administration must make and document efforts to contact and notify the parent prior to suspension.

The student shall be given oral or written notice of the charges, and explanation of the evidence supporting the charges and an informal opportunity to respond to and rebut the charges.

A multidisciplinary team consisting of the student's IEP team shall convene within the three school days of suspension to review the misbehavior and propose any needed revisions in the individual education plan (IEP).

Short-Term Suspension of Disabled Students

A short-term suspension of five school days or less may be affected for a disabled student for any conduct which would warrant short-term suspension for a non-disabled student. If a student has received summary suspensions and or short-term suspensions totaling ten (10) days during any one school year, all subsequent suspensions will be handled under the policies governing long term suspension.

The multidisciplinary team must determine that the behavior in question was not related to the disabling condition or a result of inappropriate placement before short-term suspensions may be affected. No multidisciplinary team meeting will be required for those disabled students for whom suspension has been included in the discipline plan attached to their IEP's. In such cases, the IEP discipline plan will be implemented if the student engaged in conduct for which the discipline plan allows short-term suspension.

The student shall be given oral or written notice of the charges, an explanation of the evidence supporting the charges, and an informal opportunity to respond to and rebut the charges. The administration will make and document efforts to notify the parent prior to the suspension. The multidisciplinary team will determine the nature and extent of services, if any, to be provided at home for students who receive short-term suspension.

Long-Term Suspension of Disabled Students

A long-term suspension of more than five school days may be affected for a disabled student for any conduct which would warrant long-term suspension for a non-disabled student. Prior to long-term suspension, the multidisciplinary team will meet to determine whether the misbehavior is related to the disabling condition or is the result of inappropriate placement. The multidisciplinary team shall consider whether the behavior indicated the need for new assessment and evaluation data. If the team determines that the misbehavior is related to the disabling condition or is a result of an inappropriate placement, the disabled student may not be suspended.

Short-Term and Long-Term Suspension of Disabled Students

Except for summary suspension procedures, a disabled student shall remain in the current placement pending action on a suspension recommendation, unless the parents and the administration agree otherwise. A disabled student for whom long-term suspension has been recommended is entitled to all the due process procedures available to a non-disabled student for whom long term suspension has been recommended. In addition, the disabled student is entitled to all the due process procedures available to a disabled student under the Individuals with Disabilities Education Act and applicable state policies and procedures.

Suspension and Special Referral

The Hankinson Public School District is not required to refer for special education assessment and evaluation a regular student who has been suspended for violation of school rules and district policy to determine if such a student might be disabled. A suspended regular student is not entitled to reinstatement to classroom and campus privileges pending any assessment and evaluation made during the term of the student's suspension.

WEAPONS IN THE SCHOOL

The Hankinson School Board determines that possession and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district.

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

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

Bringing a firearm, as defined in 18 U.S.C. 921, to school will require that proceedings for the expulsion of the student involved for a minimum of one year be initiated immediately by the principal. The superintendent may recommend a modification of 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. The superintendent will notify law enforcement.

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 the firearm to school was a manifestation of the students' disability. Discipline and placement of the student will be in accordance with the Individuals with Educational Disabilities Act.

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

***Proper due process proceedings will be observed in all suspensions and expulsions under this policy.*

WEAPONS DISCIPLINE

A student shall be expelled for the school term and may not be reinstated unless and providing that:

1. The student satisfies the superintendent of their personal contrition
2. The student satisfies the superintendent of their personal resolve to not repeat any comparable acts
3. The parents/guardians demonstrate to the superintendent that an appropriate combination of special home precautions, home instructional programs, professional counseling, and home discipline programs of an appropriate design and duration have been taken to assure the superintendent of the absence of opportunity and inclination on the part of the student to repeat any comparable acts
4. The parents/guardians satisfy to the superintendent of the parent's/guardian's resolve that comparable acts will not be repeated

For purposes of this policy, the school term is a school year. If the superintendent determines that the conditions for reinstatement have not been fulfilled before the beginning of any following school term, the superintendent will make a recommendation to the Hankinson School Board and initiate proceedings for expulsion in the following term.

DISCIPLINE MATRIX

The Discipline Matrix on the following page is designed to provide clear guidelines and expectations for student behavior at Hankinson Public School. It outlines specific behaviors and the corresponding consequences to ensure consistency, fairness, and transparency in our approach to discipline. This tool is intended to support a safe, respectful, and productive learning environment for all students. While the matrix serves as a guide, each situation will be evaluated individually, and school administration reserves the right to use discretion based on the circumstances.

Hankinson School Discipline Matrix

	Action Taken				
Level 1	1	2	3	4	5
assault	Go right to Step 4 and report to law enforcement			Minimum	Minimum
arson				3-Day Suspension	5-Day Suspension
drug distribution				Maximum	Maximum
threat of school violence				Expulsion	Expulsion
Level 2	1	2	3	4	5
use, possession, or under the influence of drugs or alcohol	Go right to Step 4			Minimum	Minimum
use or possession of tobacco or vaping devices				3-Day Suspension	5-Day Suspension
				Maximum	Maximum
weapons				Expulsion	Expulsion
Level 3	1	2	3	4	5
fighting	Go right to Step 3		Minimum	Minimum	Minimum
verbal assault			Detention	1-Day Suspension	5-Day Suspension
bullying/threatening/harassment					
vandalism or theft			Maximum	Maximum	Maximum
pornography			Expulsion	Expulsion	Expulsion
trespassing or violations of law					
Level 4	1	2	3	4	5
disruption	Minimum	Minimum	Minimum	Minimum	Minimum
insubordinate behavior	Administrative Conference	Detention	1-Day Suspension	2-Day Suspension	3-Day Suspension
cheating/forgery/dishonesty					
profanity					
acceptable use policy violation	Maximum	Maximum	Maximum	Maximum	Maximum
personal electronic device violation	3-Day Suspension	3-Day Suspension	5-Day Suspension	5-Day Suspension	Expulsion
rough play					
teasing					
locker room behavior					
Level 5	1	2	3	4	5
disruptive objects	Minimum	Minimum	Minimum	Minimum	Minimum
food/drink	Administrative Conference	Detention	Detention	Detention	1-Day Suspension
loitering					
dress code violation	Maximum	Maximum	Maximum	Maximum	Maximum
running in hallway	1-Day Suspension	1-Day Suspension	3-Day Suspension	3-Day Suspension	5-Day Suspension
public display of affection					
sliding down stairs					
Bus Conduct	1	2	3	4	5
	Minimum	Minimum	Minimum	Minimum	Minimum
	Warning	Detention	1 week no ride	2 weeks no ride	1 month no ride
	Maximum	Maximum	Maximum	Maximum	Maximum
	1 week no ride	2 weeks no ride	1 month no ride	1 semester no ride	1 year no ride

STUDENT GUIDELINES

COMPUTERS

Computers and Chromebooks are available only for educational purposes at Hankinson Public School. Students will use these devices in their classes on a daily basis.

They are to be used only with teacher permission and under teacher supervision. Misuse or mishandling of the devices will result in the loss of privileges.

INFORMATION NETWORK SYSTEM – ACCEPTABLE USE POLICY

The Hankinson School Board, administration, and staff of Hankinson School recognize the need for access to a global information network. Preparing students to compete in the 21st Century requires access to the tools they will be using as adults. Accordingly, Hankinson School shall operate an information network system to enhance and expand the Hankinson School's educational mission.

An information network is defined as the hardware, software, cabling and related equipment that allows for the creation, storage, transfer and access to data, video, and voice communication both within the district and to the outside world. Responsible use of this global information network is of primary importance. Responsible use shall be governed by the regulations and conditions set forth in this policy.

The district's information network shall be used for educational purposes consistent with the district's educational mission, staff and district policies, state laws and federal laws. Use of the information network is a privilege. That privilege may be revoked or restricted.

Student use of the district's information network requires staff permission. Students must sign an Acceptable Use Policy each school year. The Acceptable Use Policy further expands on the current policies regarding the use of devices and the school's network. The district reserves the right to inspect folders, files, and storage devices to assure compliance with this Information Network Acceptable Use Policy.

DRESS CODE

Students are expected to wear clean, neat, and appropriate clothes. Excessively torn or tattered clothing is unacceptable. It is the expectation of the Hankinson School Board, administration, and staff that all students maintain proper dress at all school functions and activities.

As a member school of Drug Free Schools, students will not wear any article of clothing, pins, buttons, or anything that advertises, displays, or in any way represents alcohol, drugs, or tobacco. This includes school hours and at any school related activity.

The wearing of hats/caps, jackets, hoods, backpacks and sunglasses are not allowed during classes, passing periods, or at lunch.

Clothing that is suggestive, revealing, or obscene is prohibited in school and at school functions. This includes, but is not limited to, logos or brands and graphics such as weapons and gang related insignia. Clothing such as short shorts or skirts, halter tops, tube tops, spaghetti straps or those which expose a bare midriff, bare back, undergarments, cleavage, and any other clothing deemed inappropriate by the administration is not permitted.

Students in Grades K–6 are not required to bring special clothing for physical education classes; however, they are expected to bring a pair of gym shoes specifically for physical education class. To help protect and maintain the gym floor, these shoes should be clean and not worn outside.

FOOD AND REFRESHMENTS

Sunflower seeds are prohibited in the school building. Food and drink are not allowed during class or in student lockers without staff permission. Water bottles with plain water **only** are acceptable in classrooms. Food provided by the hot lunch or breakfast program must remain in the lunchroom.

LOCKERS

The Hankinson Public School maintains complete ownership and control over all school lockers being used by students. The lockers provided in the elementary and locker room areas are for the students' convenience. Students are responsible for the proper care of the assigned lockers. At no time are students to be using lockers assigned to another student. Students should not slam locker doors or abuse the lockers in any way. Lockers which receive excessive damage beyond normal use will result in a charge to the student(s) responsible.

Students may hang posters, pictures, etc. in good taste, but should refrain from using tapes or stickers that are difficult to remove. Students are responsible for the removal of all items, including the tape from lockers by the end of the school year.

Hankinson Public School District accepts no responsibility for articles lost or stolen from lockers. School officials retain the right to perform routine housekeeping and health maintenance locker inspections. Searches may be conducted when there is reasonable suspicion that one or more lockers contain objects or substances in violation of school rules.

SEARCH AND SEIZURE

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

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

Search Procedure

When a locker is subject to a search, the principal/Superintendent should be accompanied by at least one other school staff member. Students' personal items stored in lockers such as, but not limited to, book bags, purses, and coats shall not be searched unless there exists reasonable suspicion that they contain an object(s) or substance(s) in violation of school rules/policy, the law, or which may be detrimental to the health, safety, or welfare of enrolled students. Administrators shall make a reasonable attempt to have students present during searches of personal items contained in lockers except when an immediate search is necessary in the event of an emergency. The Superintendent should be notified whenever a search has been conducted if the Superintendent was not involved in the search.

Use of Trained Dogs and Involvement of Law Enforcement

Trained dogs may be used to smell the outside of students' lockers. If the dog detects the possibility of objects/substances that are illegal or violate school policy, the principal/Superintendent shall search the locker in accordance with the search procedure above. In the event a police officer or other law enforcement officer is to conduct a search of a student's locker, probable cause is necessary unless the search is school-initiated and would pose a safety threat if conducted by school staff. Illegal substances found in lockers will be turned over to proper authorities.

ELECTRONIC DEVICES

All personal electronic communication devices must be silenced or turned off, securely stored, and kept out of reach during instructional time. Instructional time includes the entire school day—from the morning bell to dismissal—including passing times, lunch, and recess.

Use of personal devices may also be restricted during field trips or other school-related events.

Personal electronic devices include any portable device capable of voice, text, or data communication, or those that can connect to smartphones, Bluetooth, tablets, smartwatches, wearables, or gaming systems. This includes, but is not limited to: cell phones, tablets, smartwatches, and wireless earbuds or headphones.

Exceptions may be made by the principal or a designee for health, safety, emergencies, or if required by an individual education plan (IEP).

Violations of this policy will result in a disciplinary referral, and the device will be held in the office until the end of the school day. Consequences will be determined based on the school's discipline matrix.

TELEPHONE USE

Students may utilize the office phone to contact a parent or guardian during the school day if needed. Parents should contact the office to relay messages to their children.

STUDENT SERVICES

LIBRARY / RESOURCE CENTER

Students will have a designated library time and may sign out of class to go to the library during open times.

Students and staff are responsible for the proper care of library items. It is the student or staff members financial responsibility to replace lost or damaged items. Students may not be able to check out other materials if fines are not paid.

BUS TRANSPORTATION

In a state like North Dakota where bus transportation of school children is a fact of life, it becomes imperative that all possible safety precautions be applied. The mechanical equipment is, of course, significant, but nothing is as important as the human lives aboard the buses.

The Hankinson Public School must abide by NDCC 15-34-17 which states: **The disciplinary authority of schools shall exist over all children while being transported to and from schools and the operator shall be charged with their control and discipline while they are being transported.**

Since an extreme responsibility rests with each bus driver, and final responsibility rests with the School Board, the following policy is designed to aid the transportation service and ensure the safety of every student:

Buses will drive into farm yards where route turnaround is necessary and where homes are more than 1/4 mile from the regular bus route, only if driveways and yards are in proper condition to do so. When any route, road, driveway, or yard becomes difficult to travel, only good roads will be used.

Parents are responsible to deliver and pick-up their children at the nearest point on the route the bus can travel. This is to be determined by the driver and the superintendent. Parents will be notified of the change.

Drivers may set seating arrangements for each student on the bus. Students must remain in their seats for the entire trip and must not move from seat to seat. Students are required to wear seatbelts in buses that are equipped with them. Drivers may change seating arrangements from time to time as student control problems arise. Drivers are responsible for controlling students in the bus and for reporting any problems to the superintendent. They will notify the parents of these problems using the procedure outlined in the bus incident report.

No selling of candy or other concessions will be allowed on any school bus. Use or possession of any tobacco/chemical substance will not be allowed on buses. This includes students, drivers, and supervisors.

Video surveillance may occur on any school transportation vehicle.

Extra-Curricular Bus

Anyone riding on an extra-curricular bus to an event will ride back on the bus from the event. The only exception being if they are picked up by their parents with previous arrangements being made in writing to the supervisor or coach. If previous arrangements have not been made and students do not ride back on the bus, they will not be allowed to ride the activity bus for the rest of the school term.

FOOD SERVICES

The school lunch program is administered by the Food and Nutrition Service, a part of the US Department of Agriculture. They work with state and school districts toward achieving the goal of the Child Nutrition Program to safeguard the health and well-being of the nation's children. The Food Service Program of Hankinson serves a noon meal planned to contain the five components. Hankinson Public School is on an offer vs. serve program which students, K-12, may take three of the five components offered. The Food Service Manager shall be responsible for preparing the menus that serve this goal. Students must pay for meals in advance. A record is kept of the meals consumed per individual each day. Students who bring lunch are to eat their food in the lunchroom. Students may be allowed in the gym or hallway at the discretion of the principal.

Grades K-6 Meal Costs

Breakfast: \$2.00 per day Lunch: \$2.75 per day

School board policy IB-BR outlines procedures for students to charge meals. Details of the policy are listed below.

Payment Options

Parents are responsible to ensure that students have sufficient funds to purchase school meals each day or pre-pay for meals, to avoid accruing meal charges. District payment options for student meal accounts include in person, online payment, automatic payment, etc.

Charging Procedure

In the event a student does not have sufficient funds, the District shall not withhold meals.

Payment Reminders

Whenever a student incurs a charge, district personnel shall notify the parents of the student by letter, phone, text, etc. If a pattern of charging continues, administration shall attempt to contact the student's parent and encourage the parent to complete a free or reduced meal application. Nothing in this procedure prohibits school district personnel from reporting suspected abuse or neglect of a student as required by law.

Unpaid Meal Charges

Parents are expected to pay all charges within 30 days. If they fail to do so, the District may rollover debt or refer the debt to collections. The District may use an alternative funding source (e.g., nonfederal funding or charitable funding source) to offset costs incurred from unpaid meal charges and collection fees.

Balance

Funds in the student's meal account may be carried over to the next school year. A written request must be submitted to the district office for a refund of monies remaining in a student's meal account. A student who is graduating shall be given the option to transfer meal funds to a sibling's account.

COUNSELING SERVICES

School counseling services are provided by the Southeast Region Career and Technical Center five days per week. The objective of the school counseling program is to foster students' academic, career, and personal/social development.

The school counseling program is guided by the American School Counseling National Model and the American Counseling Association code of ethics. The ultimate goal is to help students identify their interests and abilities, enhance productivity, dependability, self-expression/control and to become outstanding future citizens.

Services include, but are not limited to individual/group sessions, classroom lessons, crisis intervention, teacher/parent consultation, college and career planning, and testing. Services are available to all students and interventions are designed to be solution-focused, short-term, and goal-oriented.

Parents and students are encouraged to request a meeting to discuss academic and career planning, scheduling, post-secondary options, personal problems or issues they may be facing. In alignment with the ACA/ASCA code of ethics, all individual and group sessions are confidential unless:

1. Someone is hurting them
2. They are threatening to hurt someone else
3. They are hurting themselves

SPECIAL EDUCATION

The Hankinson Public School has joined with other schools in the South Valley Special Education Unit. Students who need special services may be referred to the Special Education Director by a parent, teacher, or other. The Director will then refer the student to the proper specialist for services. The services could address learning disabilities, speech, language, or hearing difficulties, or assistance for the handicapped.

The need for specialized services is determined through special testing after the student has been referred. A team of professionals along with the parents will then decide the extent of need for the referred individual.

Routine vision, hearing, and speech screening will be held periodically. These tests are given by the speech therapist and county health services. Parents will be informed immediately if their child has been referred for any form of special education.

TITLE I

Title I is a federally funded program that provides additional support and instruction to students who qualify, helping them succeed in reading, math, and study skills. Designed to complement the regular classroom curriculum, Title I reinforces what students are already learning with their classroom teachers. Title I teachers work closely with classroom teachers to align instruction and ensure consistency. Students are selected for the program based on assessment results, academic history, and teacher recommendations. The goal of Title I is to help students improve their academic performance and build confidence in their abilities.

REFERRAL FOR SPECIAL SERVICES

Students who may require special services can be referred to the elementary principal by a parent, teacher, or school staff member. The principal will then initiate the referral process through the Multi-Tiered System of Supports (MTSS) team. This team gathers data and implements targeted interventions to support the student before considering a referral for special education services. If the MTSS team determines that further evaluation is necessary, the student is referred to the Director of the South Valley Special Education Unit for approval.

Following approval, a meeting is held with the student's parents to review the MTSS findings and discuss the proposed evaluation process. With parental consent, appropriate assessments are conducted by qualified South Valley staff. After testing is completed, an assessment meeting with the parents is held to review the results and determine whether the student qualifies for special services. These services may include support for learning disabilities, speech or language delays, hearing impairments, or other special needs.

STUDENT ACTIVITIES

TRANSPORTATION TO AND FROM ACTIVITIES

When Hankinson Public School provides transportation to and from activities, students are expected to ride on school provided transportation.

The following exceptions apply:

- If students will be leaving from or going to a school sponsored activity with an other adult other than a parent or with the school's transportation, prior administrative approval must be obtained.
- Coaches and advisors may check out students directly to their parents after an activity.
- In the event of an emergency students may be released to an adult other than a parent (family, medical, accident, etc.) with administrative approval.

ADMISSION TO SPORTING EVENTS AND BEHAVIOR EXPECTATIONS

At Hankinson Public School, we believe that athletics are an extension of the classroom, and as such, all student athletes, student spectators, district personnel, and public spectators are expected to demonstrate respect, integrity, and good sportsmanship at all times. Below are the rules of conduct for all athletic events.

- Respect the American flag and the National Anthem.
- Spectators must wear appropriate clothing. Those who do not comply or who wear clothing that is vulgar, obscene or that in some other way inappropriate, as determined by school/tournament personnel, will be removed from the facility if they do not cooperate with this behavior expectation.
- The use of appropriate language is expected at all times. Profanity, negative chants, trash talk, name-calling, personal attacks or other acts of disrespect are unacceptable and must be immediately addressed by school/tournament administrators. Any discriminatory slur will result in immediate removal from the facility.
- Any attendee ejected from a NDHSAA regular season or tournament contest will incur a minimum two week suspension from activities.
- Respect the game/contest. Under no condition shall anyone other than the members of the official squad enter the playing surface. No one may interfere with the contest in any way.
- Handheld signs and flags, which do not obstruct the view of others, are permitted provided they are in good taste. Signs or other similar items contest/tournament officials deem to be in poor taste will be removed. Message or "white" boards are prohibited. The carrying of flags around the playing surface is NOT allowed.
- Artificial noisemakers of any kind (i.e. megaphones, cowbells, sirens, whistles, thunder sticks, and other similar items) are not allowed at any indoor events, including outdoor sports played at indoor venues. Exception – Megaphones appropriately used by cheerleaders are permitted if allowed by contest officials.
- Laser lights or any other lights deemed distracting to participants are strictly prohibited.
- The use of unmanned aerial vehicles (UAV), also known as drones, is prohibited at all contests.
- Loitering or horseplay in the halls or gymnasium is not permitted.

All students will be admitted to home sporting events at no additional cost, with the exception of post-season events.

APPENDIX: POLICIES AND NOTIFICATIONS

POLICY AAC - NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

General Prohibitions

The Hankinson School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law.

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

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

Definitions

- *Complainant* is the individual filing the complaint. If the complainant is not the victim of the alleged discrimination and/or harassment, the victim must be afforded the same rights as the complainant under this policy and regulation AAC-BR.
- *Disability* is defined in accordance with NDCC 14-02.4-02 (5).
- *Discrimination* means failure to treat an individual, equally due to a protected status.
- *Protected status* is defined in applicable state (NDCC 14-02.4-02 (6)) and federal laws.
- *Employee* is defined in accordance with NDCC 14-02.4-02 (7).
- *Harassment* is a specific type of discrimination based on a protected status. It occurs under the following conditions:
 - a. For employees: When enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable individual would consider intimidating, hostile, or abusive
 - b. For students: When the conduct is sufficiently severe, persistent, or pervasive so as to limit the student's ability to participate in or benefit from the education program or to create a hostile or abusive education environment.
 - *Section 504 (Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. §794)* is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.
 - *Sexual harassment* is a form of harassment based on sex or gender identity. It is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature when:

- a. It is quid pro quo, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of the basis for employment decisions or educational decisions or benefits for students (e.g., receiving a grade).
- b. It creates a hostile environment, meaning unwelcome sexual conduct or communication that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the school's program(s). For employees, a hostile environment is created when submission to unwelcome sexual conduct is made, either explicitly or implicitly, a term or condition of an individual's employment.
- *Sexual harassment examples include:*
 - a. Sexual or "dirty" jokes;
 - b. Sexual advances;
 - c. Pressure for sexual favors;
 - d. Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - e. Displaying or distributing of sexually explicit drawings, pictures, and written materials;
 - f. Graffiti of a sexual nature;
 - g. Sexual gestures;
 - h. Touching oneself sexually or talking about one's sexual activity in front of others;
 - i. Spreading rumors about or rating other's sexual activity or performance
 - j. Remarks about an individual's sexual orientation; and
 - k. Sexual violence including rape, sexual battery, sexual abuse, and sexual coercion.
- *Title II of the Americans with Disabilities Act* extends the prohibition on discrimination established by Section 504 to all services, programs, and activities of State and local government entities.
- *Title IX* is a federal law that protects people from discrimination, based on sex, in education programs or activities that receive federal financial assistance.

Complaint Filing Procedure

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

Confidentiality

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

Complaint Recipients

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

Policy Training and Dissemination

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall display this policy and complementary grievance procedures in a prominent place in each district building and publish it in student and employee handbooks.

Grievance Coordinators

The Title IX coordinator's responsibilities include overseeing the district's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title IX, of the district's policies and procedures on sex

discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Superintendent as the Title IX Coordinator. He/she may be contacted at: 415 1st Ave. SE, Hankinson, ND 58041 or (701) 242-7516.

The 504/Title II coordinator's responsibilities include overseeing the district's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the district's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any report or complaint raising Section 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Superintendent as the 504/Title II Coordinator. He/She may be contacted at: 415 1st Ave. SE, Hankinson, ND 58041 or (701) 242-7516.

The Nondiscrimination coordinator's core responsibilities include overseeing the district's response to discrimination and harassment reports and complaints that do not include sex or disability, but instead the other protected statuses. The Board designates the Superintendent as the Nondiscrimination Coordinator. He/She may be contacted at: 415 1st Ave. SE, Hankinson, ND 58041 or (701) 242-7516.

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

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

Complementary Documents (may contain items not adopted by the Board)

- AAC-BR1, Discrimination and Harassment Grievance Procedure
- AAC-E1, Filing a State or Federal Discrimination and Harassment Complaint
- AAC-E2, Discrimination and/or Harassment Complaint Confidentiality Assessment
- AAC-E3, Discrimination and/or Harassment Training Requirements for Students and Employees
- AAC-E4, Reasonable Accommodation Request Physician Form
- FGDB, Student Handbooks

End of Hankinson School District #8 Policy AAC Amended: 03/12/18

POLICY AAC-BR1 - DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURE

The following procedure is designed to resolve discrimination, harassment, and retaliation complaints by and against students, parents, and third parties, as described in board policy, in a prompt and equitable manner. Board policy requires all students and staff to fully cooperate when asked to participate in a discrimination, harassment, or retaliation investigation.

The procedure contained in this regulation supersedes the district's policies regarding complaints about personnel and bullying.

Retaliation Prohibited

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

Complaint Filing Format and Deadlines

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

With Whom Complaints May be Filed

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

Initiating Complaint Resolution Procedure

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

Prohibition on Meeting with the Accused

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

Third-Party Assistance

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

Investigation Timeframes

The informal resolution procedure must be completed within 30 days of a district employee reporting the complaint or incident to the appropriate grievance coordinator, unless the investigator documents reasons for delays and communicates these reasons to the complainant and accused. The formal resolution procedure must be completed within 60 days of a district employee reporting the complaint or incident to the appropriate grievance coordinator or a complainant or accused terminating the informal complaint procedure, unless the investigator documents reasons for delays and communicates these reasons with the complainant and accused. Acceptable reasons for delays include extended school breaks when witnesses are not available, and complex cases involving multiple witnesses.

Interim Measures

Pending the final outcome of an informal or formal resolution, the District shall institute interim measures to protect the complainant and inform him/her of support services available. Interim measures may include a district-enforced no contact order, schedule changes, academic modifications for the complainant, and/or school counseling for the complainant. These interim measures should have minimal impact on the complainant. If the accused is a student, interim measures should also take into consideration the accused student's educational rights.

Informal Resolution Procedure

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

During the informal resolution process, the investigator shall gather information necessary to understand and resolve the complaint. Based on this fact-gathering process, the investigator shall propose an informal resolution, which may include requiring the accused to undergo training on discrimination and/or harassment, requiring all students and staff to undergo such training, instituting protection mechanisms for the complainant, and/or holding a formal meeting with the accused to review the nondiscrimination and anti-harassment policy and discuss the implications

of violating it. Both the complainant and the accused must agree to the informal resolution before it can be instituted.

The appropriate grievance coordinator shall monitor the implementation and effectiveness of the formal resolution procedure and initiate the formal resolution procedure if discrimination and/or harassment persists.

Both the complainant and the accused have the right to terminate the informal resolution procedure at any time to pursue a remedy under the formal resolution procedure.

Formal Resolution Procedure

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

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

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

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

Investigation Report

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

- Whether evidence suggests a pattern of conduct supportive of disproving the allegations of discrimination and/or harassment;
- Whether behavior meets the definition of discrimination, harassment, and/or sexual harassment as defined in board policy;
- Ages of the parties involved;
- Relationship between the parties involved;
- Severity of the conduct;
- How often the conduct occurred, if applicable; and
- How the District resolved similar complaints, if any, in the past.

The investigation report must indicate if any measures are to be instituted to protect the complainant. Such measures may include extending any interim protection measures taken during the investigation. The report must also inform the complainant of support services available, which at a minimum must include offering school counseling services if the complainant is a student.

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

Disciplinary Action

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

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

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

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

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

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

Notice of Outcome

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

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

Investigation Materials

Investigation materials must be retained by the appropriate grievance coordinator (Title IX, 504/Title II, or Nondiscrimination) for at least six years.

End of Hankinson School District #8 Board Reg. AAC-BR1

Amended: 03/12/18

POLICY ABBA - NORTH DAKOTA'S COMPREHENSIVE MODEL SCHOOL POLICY FOR TOBACCO USE

Definitions

For purposes of this policy:

- *Electronic smoking device* means any device that can be used to deliver aerosolized or vaporized nicotine to the person inhaling from the device, including, but not limited to, an e-cigarette, e-cigar, e-pipe, vape pen, or e-hookah.
- *Possession of Tobacco Products* means:
 - c. Actual physical possession of the tobacco product while on school property;
 - d. Use or consumption of the tobacco product while on school property;
 - e. Tobacco product located in the student's locker, car, handbag, backpack, or other belongings while on school property; or
 - f. 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)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
 - *Tobacco product* means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means, including, but not

limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also includes any electronic smoking device.

- *Tobacco use* means smoking and the heating, inhaling, chewing, absorbing, dissolving, or ingesting any tobacco product.

Rationale for Regulating Possession and Use

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

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

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

Use and Possession Prohibitions

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

This policy includes all events on school property that are not sponsored by, or associated with, the school at all times.

- c. **Additional:** The District will not allow advertising of tobacco products on school property or in any school publications. This includes clothing that advertises tobacco products.

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

Communicating to Students, Staff, and Public

This policy will be printed in employee and student handbooks. The District shall comply with all smoking prohibition posting requirements in NDCC 23-12-10.4 and post such notices in other highly visible places in all district schools and property, such as, but not limited to: school playgrounds, athletic fields, and school-sponsored events (on district property). Parents will be sent notification in writing, and the local media will 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.

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.

Complementary Documents (may contain items not adopted by the Board)

- DEAA, Drug and Alcohol Free Workplace
- FF, Student Conduct and Discipline
- FFE, Extracurricular Participation Requirements
- HDD, Gifts and Bequests
- KAAA, Visitors in Schools
- KAAA-AR, Visitors in Schools Regulations

POLICY ABCC - WELLNESS POLICY

District Wellness Committee

The Board shall form a district wellness committee to develop the wellness policy and perform additional duties described. The Board encourages parents, students, school food service representatives, teachers of physical education, school health professionals, school board members, school administrators, and the public to participate in the development, implementation, and periodic review and update of the school wellness policy.

The District Wellness Committee shall determine the best methods for these individuals and groups to participate in meetings and shall provide information about the participation processes to others using appropriate, effective, and cost-efficient methods.

The District Wellness Committee shall meet quarterly to develop a plan for implementing the wellness policy in each school. The implementation plan shall delineate roles, responsibilities, and timelines specific to each school and set goals and objectives in accordance with the requirements of this policy.

The District Wellness Committee shall work with the Superintendent to evaluate each implementation plan. The Superintendent shall designate one individual per school building to ensure building-level compliance with this policy. The name of each designee must be listed in administrative regulations (see ABCC-AR). Each designee shall collect, summarize, and report evaluation data to the committee.

At least once every three years, the District Wellness Committee shall conduct an assessment of the wellness policy and comply with all reporting requirements mandated by federal law. The District Wellness Committee shall provide the assessment to the Board and disseminate it publicly on the district's website.

The District Wellness Committee may recommend amendments to the wellness policy for board consideration, based on the results of the assessment; changes in district priorities; changes in community needs; changes in wellness goals; advances in health science, information, and technology; new federal or state guidance; or the issuance of new standards or regulations.

Annually, the District shall disseminate the wellness policy to staff, students, parents, and the public by publication in student handbooks and posting on the district website. The District shall also inform parents regarding improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply; as well as the USDA Smart Snacks in Schools nutrition standards.

The District shall retain all wellness policy records mandated by federal law.

Physical Activity

In addition to state standards and mandates¹ related to physical education, the District should strive to make opportunities available for students to be physically active.

The goals of physical activity programs must be to:

- Develop students' knowledge and skills necessary to perform a variety of physical activities;
- Assess, maintain and improve personal fitness;
- Regularly participate in physical activity;
- Understand the short- and long-term benefits of physical activity; and
- Value and enjoy physical activity as an ongoing part of a healthy lifestyle.

¹ <https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/HealthEducation/>

Students with disabilities and other special health needs may participate as fully as possible in physical education and other school physical activity programs. Teachers and other school personnel shall not withhold opportunities for physical activity (e.g., recess, physical education class) as punishment.

Nutrition Education and Promotion

The District shall teach, model, and support healthy eating in grades K-12 through the curriculum and through other promotional methods². The District should strive to:

- g. Educate teachers and other staff members responsible for nutrition education (e.g., provide training regarding the [Dietary Guidelines for Americans](#) and how to teach them);
- h. Identify and implement methods to educate family members about district nutrition standards and goals as well as involve them in program development and implementation;
- i. Integrate nutrition education into core curricula that is aligned with state standards and requirements;
- j. Include developmentally appropriate, culturally relevant and participatory activities in the nutrition curriculum;
- k. Emphasize caloric balance between food intake and physical activity;
- l. Provide students with the knowledge and skills necessary to promote and protect their health;
- m. Promote fruits, vegetables, whole-grain products, low-fat dairy products, healthy food preparation methods, and accurate portion sizes; and
- n. Promote healthy food and beverage choices for all students as well as encourage participation in school meal programs.

Nutrition promotion must be implemented through the use of evidence-based healthy food promotion techniques (e.g. Smarter Lunchroom techniques³). All foods and beverages offered to students during the school day must meet or exceed the USDA Smart Snacks in Schools nutrition standards.

The District Wellness Committee may develop a list of activities that will help the District achieve the above goals.

Other School-Sponsored Activities

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

The District Wellness Committee may develop activities and programs that will help the District achieve its goals. Such activities and programs may include before-school and after-school physical activities, active transport programs, staff wellness programs, staff professional development programs related to wellness, alternatives to using food as rewards, healthy celebration/party ideas and fundraisers, as well as community partnership programs.

Nutrition Standards

The District shall comply with applicable nutrition standards established in federal regulations for all reimbursable meals, e.g., the National School Breakfast and Lunch program. The District also operates additional nutrition-related programs and activities including Fresh Fruit & Vegetable Program or others. The District shall comply with the USDA Smart Snacks in School nutrition standards for all competitive foods and beverages sold on school grounds during the school day to students, including those foods and beverages provided at celebrations and parties and classroom snacks brought by staff or family members. The District shall not allow foods and beverages at a free or discounted price if those foods do not meet the USDA's Smarter Snacks in Schools nutrition standards. Non-food celebrations and rewards shall be promoted and a list of ideas made available to staff and family members.

² <https://www.healthiergeneration.org/programs/>

³ <http://smarterlunchrooms.org/ideas>

Foods purchased to raise funds must meet the USDA's Smart Snacks in Schools nutrition standards. The District may also encourage fundraising ideas that are non-food related.

Exception to Competitive Food and Beverage Sales

Each school year, schools within the District may hold up to three fundraisers that do not comply with federal nutrition standards for competitive food and beverage sales. The Superintendent shall develop rules for requesting and receiving approval to hold fundraisers under this exception. The fundraiser may occur during school hours, but not during school meal times.

Standards for competitive food and beverage sales do not apply to foods and beverages sold off school grounds and foods and beverages sold on school grounds more than 30-minutes after the school day until midnight of the next school day.

Hydration Standards

To promote hydration, unflavored drinking water that is free must be made available to all students throughout the school day and throughout every school. The District shall make drinking water available where school meals are served during mealtimes. In addition, students shall be allowed to bring and carry water bottles filled with only water throughout the day.

Marketing

The District permits the marketing of food items that meet or exceed the USDA's Smart Snacks in School nutrition standards. All advertising and promotions of food items, must be approved by the Superintendent, or an individual that has been appointed by the Superintendent to make such decisions. These standards do not apply to foods and beverages sold off school grounds.

Qualifications and Training

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

Complementary Documents (may contain items not adopted by the Board)

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

End of Hankinson School District #8 Policy ABCC

Amended: 05/11/20

POLICY ACEA - BULLYING POLICY

The Hankinson 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.

Definitions

For the purposes of this policy:

- *Bullying* is defined in NDCC 15.1-19-17 as:
 - a Conduct that occurs in a public school, on school district premises, in a district-owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:
 - i Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - ii Places the student in actual and reasonable fear of harm;
 - iii Places the student actual and reasonable fear of damage to property of the student; or
 - iv Substantially disrupts the orderly operation of the public school; or
 - b Conduct received by a student while the student is in a public school, on school district premises, in a district owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:
 - i Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - ii Places the student in actual and reasonable fear of harm;
 - iii Places the student in actual and reasonable fear of damage to property of the student; or
 - iv Substantially disrupts the orderly operation of the public school.
 - c Conduct received or sent by a student through the use of an electronic device while the student is outside a public school, off school district premises, and off school district owned or leased property and which;
 - i Places the student in actual and reasonable fear of;
 - o Harm; or
 - o Damage to property of the student; and
 - ii Is so severe, pervasive, or objectively offensive the conduct substantially interferes with the student's educational opportunities or substantially disrupts the orderly operation of the public school.

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

- *Electronic communication* is defined in NDCC 12.1-17-07(5) as transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.
- *Protected status* are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following statuses are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.
- *School property* is defined in NDCC 15.1-19-10(6)(c) as all land with the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *School-sanctioned activity* is defined as an activity that:
 - a Is not part of the district's curricular or extracurricular program; and
 - b Is established by a sponsor to serve in the absence of a district program; and
 - c Receives district support in multiple ways (i.e., not school facility use alone); and
 - d Sponsors of the activity have agreed to comply with this policy; and
- *The District* has officially recognized through board action as a school-sanctioned activity.
- *School-sponsored activity* is an activity that the District has approved through policy or other board action for inclusion in the district's extracurricular program and is controlled and funded primarily by the District.

- *School staff include all employees of the Hankinson School District, school volunteers, and sponsors of school-sanctioned activities.*
- *True threat is a statement that, in light of the circumstances, a reasonable person would perceive as a serious expression of an intent to inflict harm.*

Prohibitions

While on school, on school property a student or school staff member may not:

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

Reporting Procedures for Alleged Policy Violations

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

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

2. **Reporting options for students and community members.** Students and community members (including parents) may report known or suspected violations of this policy using any of the following methods:
 - a. Completing a written complaint form (ACEA-E4). A complainant will have the option of including their name on this form or filing it anonymously. The District will place the form in a variety of locations throughout the school and should inform students and staff of these locations. The form may be returned to any school staff member, filed in a school building's main office, or placed in a designated drop box located in each school.
 - b. Complete and submit an online complaint form. A complainant will have the option of including their name on the form or submitting it anonymously.
 - c. File an oral report with any school staff member.

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

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

Documentation and Retention

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

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

The form should be completed by an administrator when they:

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

2. Receive 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 year old or graduates from high school, whichever is later.

Investigation Procedures

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

Upon receipt of a report of an alleged policy violation, the designated administrator shall first determine if the alleged policy violation is based on a protected status"whether actual or perceived. Reports involving a protected status shall be investigated in accordance with the district's discrimination/harassment 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 their relationship to the victim/alleged perpetrator; the ages of the parties involved; the detail, content, and context of the report; and whether or not this report is the first of its type filed against the alleged perpetrator. Based on the level of investigation the administrator deems necessary, investigations may include any or all of the following steps or any other investigatory steps that the administrator deems necessary:

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

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

Reporting to Law Enforcement and Others Forms of Redress

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

Disciplinary and Corrective Measures

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

1. Require the student to attend detention.
2. Impose in- or out-of-school suspension or recommend expulsion. Due process procedures contained in the district's suspension and expulsion policy shall be followed.
3. Recommend alternative placement. This recommendation shall be submitted to the Superintendent for approval or denial. The Superintendent may approve such recommendations only if the student has been

given notice of the charges against him/her and an opportunity to respond. Alternative placement of special education students will be handled in accordance with applicable policy.

4. Create a behavioral adjustment plan.
5. Refer the student to a school counselor.
6. Hold a conference with the student's parent/guardian and classroom teacher(s), and other applicable school staff.
7. Modify the perpetrator's schedule and take other appropriate measures (e.g., moving locker) to minimize contact with the victim.
8. If applicable, contact the administrator of the website or social media platform on which the bullying occurred to report it.

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

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

Victim Protection Strategies

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

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

Dissemination and Education

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

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

Complementary Documents (may contain items not adopted by the Board)

- AAC, Nondiscrimination and Anti-Harassment Policy
- AAC-BR, Discrimination and Harassment Grievance Procedure
- AAC-E, Filing a State or Federal Discrimination and Harassment Complaint
- ACEA-E1, Bullying Policy Adoption and Dissemination Checklist
- ACEA-E2, Bullying Reporting Guidelines
- ACEA-E3, Student Reporting Form
- ACEA-E4, Staff Reporting Form
- ACEA-E5, Bullying/Harassment Investigation Protocol
- FF, Student Conduct

End of Hankinson School District #8 Policy ACEA

Amended: 05/11/20

POLICY FCAE - SUICIDE PREVENTION

Definitions

This policy defines the following:

- *At risk* means a student who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.
- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. *(Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.)*
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- *Suicide contagion* means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- *School property* is defined in NDCC 15.1-19-10(6)(c) 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.

Purpose

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

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

PREVENTION

District Policy Implementation

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

Staff Professional Development

All staff shall receive biennial professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

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

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

Youth Suicide Prevention Programming

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

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

Publication and Distribution

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

Complementary Documents (may contain items not adopted by the Board)

- FCAE-BR, Suicide Prevention Procedures

End of Hankinson School District #8 Policy FCAE

Amended: 05/11/20

POLICY FCAF - CONCUSSION MANAGEMENT

The District shall comply with the concussion management program requirements contained in law (NDCC 15.1-18.2). The District has placed concussion signs and symptoms; removal from practice, training, and/or game requirements; return-to-play requirements, and staff, student, and parental training requirements in administrative regulations (FCAF-AR). These regulations shall be published in staff and student handbooks.

The Board has also established the following definitions and requirements for the purpose of implementing the concussion management program law.

Definitions

Law requires that all school-sponsored and sanctioned athletic training, practices, and games be governed by a concussion management program. The District has developed the following definitions for purposes of determining what constitutes athletic sponsorship and sanctioning:

- *School-sanctioned athletic activity* is a sport that:
 - s. Is not part of the district's curricular or extracurricular program;
 - t. Is established by a sponsor to serve in the absence of a district program;
 - u. Receives district support in multiple ways (i.e., not school facility use alone);
 - v. Requires participating students to regularly practice or train and compete.
 - w. The District has officially recognized through board action as a school-sanctioned activity.

The Board shall make all sanctioning decisions on a case-by-case basis, based on the criteria in this paragraph. As a condition of receiving school sanctioning, sponsors of the athletic activity shall agree to comply with this policy and the concussion management law. This includes agreeing to provide appropriate training and providing appropriate information to parents and students as required by law. The sponsor shall provide to the District documentation certifying that this training has occurred and students/parents have viewed required informational material on concussions prior to beginning the activity.

- School-sponsored athletic activity is a sport that the District has approved through policy or other board action for inclusion in the district's extracurricular program, is controlled and funded primarily by the District, and requires participating students to regularly practice, train, and compete.

Removal Decisions

Under the concussion management law, the District is authorized to designate removal-from-play authority to individuals who have direct responsibility for student athletes during practice, training, and/or games if a student reports or exhibits a sign or symptom of a concussion. The Athletic Director shall make this determination, and the Athletic Director shall ensure that such designees are aware of this responsibility and have undergone appropriate training in accordance with law before commencing duties.

Law also authorizes licensed, registered, or certified healthcare providers whose scope of practice includes recognition of concussion signs and symptoms to make removal decisions. The Athletic Director may consult with medical personnel to determine who has such credentials and who would be willing to assist in this regard. The District must compile a list of such individuals, which may be provided to all coaches. This measure in no way guarantees that a healthcare provider trained and credentialed in accordance with law will be present at athletic training, practices, and/or events nor shall the voluntary creation of this safety precaution be construed to create or assume any potential liability under local, state, or federal law or regulation.

High school students and minors who serve as coaches or officials are encouraged to work with an adult who has removal-from-play authority prior to removing a student from play.

If two or more individuals with removal-from-play authority disagree on whether or not a student must be removed, the determination must be made in the interest of the student's safety, meaning that the student shall be required to sit out and comply with return-to-play requirements contained in law.

Return to Play

The Board designates the Athletic Director to receive return-to-play documentation from a healthcare provider. This designee shall review the documentation, determine if the healthcare provider has placed any conditions on return to play, contact the healthcare provider for any necessary clarification on the authorization document, and communicate such information to applicable coach(es) and assistant coach(es). This designee shall also file return-to-play authorization documents in the student's educational record. This documentation must be retained for seven years after the student's enrollment or six years after a student turns 18, whichever is later.

Complementary Documents (may contain items not adopted by the Board)

- d. FCAF-AR, Concussion Management Program
- e. FCAF-E1, Concussion Management Removal From Play Authority

POLICY FFB - ATTENDANCE AND ABSENCES

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

Definitions

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

- *Excused absence* is an absence that the District will not use in determining if a compulsory attendance violation occurred. Any absence may be excused if it is supported by either a verbal or written excuse supplied by the student's parent/guardian, teacher, or school administrator.

Examples of an excused absence may include illness, injury, family emergency, religious observance or instruction, suspension, participation in a school-related activity, court appearances when subpoenaed, or other reasons deemed necessary and justifiable by the principal or Superintendent.

- *Unexcused absence* is any absence not supported by the verbal or written excuse required for an excused absence, and shall count in determining when a compulsory attendance violation occurred. If a student is absent for an unexcused reason, the parent/guardian is responsible for promptly calling the principal's office to explain the absence, and the student shall be subject to the consequences contained in Absence section of this policy.

Examples of an unexcused absence may include, but are not limited to, truancy, oversleeping, routine errands, car trouble, haircuts, beauty shop appointments, car maintenance and repair, senior picture appointments, and any undeclared absences.

Documentation Requirements

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

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

Compulsory Attendance Violations

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

Absences

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

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

Students shall be subject to academic and/or disciplinary sanctions due to unexcused absences. Accumulated absences in excess of ten per semester may result in academic and/or disciplinary consequences.

Attendance shall be a factor used in computing student' grades. Students who are absent for unapproved reasons shall be subject to academic sanctions (which may include, but not be limited to, a point percentage, or grade reduction) and/or intervention counselling in accordance with administrative regulations. The Superintendent or designee shall develop regulations on grade-appropriate academic sanctions and other intervention strategies for unapproved absences. These regulations shall contain provisions that allow students to remedy some or all of the adverse academic consequences associated with unapproved absences.

The Board believes that unapproved absences are a form of misconduct and authorizes the Superintendent to establish grade-appropriate disciplinary consequences. Students shall be afforded appropriate due process rights based on the severity of the disciplinary penalty that the District is considering imposing. Student shall be required to complete make-up work in accordance with administrative regulations or will receive no credit for incomplete work.

Dissemination

This policy shall be published in all student handbooks and distributed to parents annually.

Complementary Documents (may contain items not adopted by the Board)

- g. FFB-E, Accumulated Absence Letter to Parents
- h. FGDB, Student Handbooks

End of Hankinson School District #8 Policy FFB Amended: 05/11/20

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Hankinson School District #8, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Hankinson School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Hankinson School to include this type of information from your child's education records in certain school publications. These publications include, but are not limited to:

- A playbill, showing your student's role in a drama production
- Music activity programs
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity programs
- School web site

Generally, Hankinson School must have written permission from the parent or eligible student in order to release any information from a student's educational record. However FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- Companies that manufacture class ring
- Companies that publish yearbooks
- Organizations offering scholarships
- Sports publications (Hoopsters and Pigskin Previews)
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- State educational agency for audit or evaluation of federal or state-supported programs or enforcement of or compliance with federal legal requirements relating to these programs

- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without prior written consent.

If you do not want Hankinson School to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by mid-term of the 1st quarter.

Hankinson School has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities and sports
- Address
- Telephone number
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Honors and awards received
- Date and place of birth
- Classes taken
- Dates of attendance
- Grade level
- Educational institutions attended

Parents or eligible students have the right to inspect and review the student’s educational records maintained by the school. Requests must be in writing to the Superintendent, who, within a reasonable time will set up a date and time (school working hours) when the records may be inspected and reviewed.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. Requests must be in writing to the Superintendent, who, within a reasonable time, will consider the request that the school correct records, and contact the parents or eligible students with the Superintendent’s decision.

If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Three years after graduation or three years after the termination of the provision of educational services to the student, all but the Permanent Record may be destroyed. The Permanent Record shall contain only name, address and phone number, the student record of grades, years enrolled, courses attended and grade completed. The Permanent Record shall be retained in perpetuity in the student’s resident district.

The District shall notify the parents of children in special education when personally identifiable information collected, maintained, or used by the District are no longer needed to provide educational services to the child. South Valley’s policy is 5 years. The contents of the student’s Special Educational Services Record except for a permanent record of the student’s name, address and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed, shall be destroyed when the information is no longer needed

to provide educational services to the child if the parents request destruction. If the parents do not request destruction, the Director of Special Education shall determine on a case by case basis whether to retain the entire record, taking into consideration the protection against improper and unauthorized disclosure and the child's potential need for the records, such as social security benefits.

ANNUAL ASBESTOS NOTIFICATION

Required by the AHERA Rule, 40 C.F.R. SS 763.93(g)(4)

Asbestos is a naturally-occurring mineral which has, until about 1980, been commonly used as a building material. It will not burn, is an excellent insulator, has great strength, is resistant to chemicals, and absorbs sound. Examples of asbestos-containing building materials (ACBM) are vinyl floor tile, sprayed-on acoustical ceiling materials, and pipe insulation. As ACBM deteriorate over time, or are disturbed by maintenance, renovation, or demolition activities, asbestos fibers are released into the air. Inhalation of these microscopic, airborne fibers has been proven to cause such deadly respiratory diseases as lung cancer and asbestosis (scarring of lung tissues). Uncontrolled asbestos contamination in buildings has been, and remains, a significant environmental and public health issue. In 1986, Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) to require public and private, secondary and elementary schools to identify ACBM in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the US Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate. These regulations are incorporated within the AHERA Rule (40 C.F.R. Part 763, Subpart E).

Upon confirmation of the presence of ACBM, an Asbestos Management Plan was developed for each of the school buildings in the School District by an asbestos management planner and accredited by the State of North Dakota. The Asbestos Management Plan(s) include a description of the measures currently being taken to ensure that the ACBM remaining in our school building(s) are maintained in a condition that will not pose a threat to the health of our students and employees.

In compliance with the AHERA Rule, the Hankinson School District had its school building(s) inspected by an asbestos inspector, accredited by the State of North Dakota. During that inspection, areas of suspect ACBM were identified. The type and condition of these ACBM were noted. Samples were taken of some of the suspect ACBM. Laboratory analysis of these samples confirmed the presence or absence of ACBM. Suspect ACBM not sampled and analyzed were assumed to contain asbestos. Confirmed and/or assumed ACBM currently remain in certain locations in our school building(s).

A copy or copies of the Asbestos Management Plan(s) is/are available for your review in the School District administrative office during regular office hours.