

Dear parents and students,

Welcome back to school! We are anxious to begin working with you and your child this school year.

The elementary handbook contains general information about the Hazen Elementary School that will help you develop an understanding of what takes place in our school. We believe it will help answer most questions you have about how the school functions. Along with the handbook, general information and updates will be provided through our usage of the school's FaceBook page <https://www.facebook.com/hazenelementaryschool>.

Our school is said to be a warm, caring place where we want all students to feel comfortable about learning. All children need to be challenged so they can achieve their fullest potential. It becomes our responsibility to help them develop the understanding, skills, and attitudes that will help them become effective and productive human beings. Doing this requires more than merely teaching to mastery in the academic world. It also requires getting them ready so they know how to act safely and treat others with respect and responsibility. Therefore, we also take an active role in the teaching of those attributes associated with the teaching of character. Hazen Elementary School incorporates the use of a school curriculum to guide us in teaching these skills called *Second Step* to help and encourage all students to be safe, respectful, and responsible individuals.

The educational development of all children is a cooperative effort between the home and school. The greater the cooperation, the greater the chances are of a child being successful.

We look forward to a wonderful and enriching school year. If you have any questions, please do not hesitate to contact me at the school.

Sincerely,

Trevor Sinclair
Elementary Principal
748-6120

**NOTIFICATION OF TITLE VI, TITLE IX
SECTION 504 POLICIES**

YOU ARE HEREBY NOTIFIED Hazen Public School District (HPS) does not discriminate on the basis of race, color, national origin, sex or handicap in the educational programs or activities which it operates, and that it is required by Title VI, Title IX, Section 504 and Part 86 of the Department of Education regulations not to discriminate in such a manner. This requirement not to discriminate extends to educational programs and activities, as well as to employment therein.

YOU ARE FURTHER NOTIFIED that inquiries concerning the application of Title VI, Title IX, Section 504 and this Part may be referred to **Trevor Sinclair** who has been designated as the person responsible for coordinating the efforts of the Hazen Elementary School to comply with and carry out its responsibilities under Title VI, Title IX, Section 504 and this Part, including any investigation of complaints alleging non-compliance. The office address and telephone number of our coordinator are as follows:

**Trevor Sinclair
P.O. Box 487
Hazen, ND 58545
Telephone 748-6120**

The regional office for North Dakota is located at Kansas City: Office for Civil Rights Kansas City Office, U.S. Department of Education, 10220 N. Executive Hills Blvd., 8th Floor, 07-6010, Kansas City, MO 64153-1367

NON-DISCRIMINATION POLICY

STATEMENT:

The Hazen School District, in the county of Mercer and state of North Dakota, supports the provisions of Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1963, and Section 504 of the Rehabilitation Act of 1973 which commit all schools to the elimination of discrimination on the basis of race, color, national origin, sex, and disability in employment and in those programs and activities offered to its students. It is the expressed intent of the HPS to provide equal opportunity for all students, free from limitations of race, color, national origin, sex or disability.

This concept of equal opportunity will serve as a guide to the school board, the administration, and the staff in making decisions related to the employment of personnel, school facilities, curriculum, activities, and regulations affecting students and employees.

LOCATION OF POLICY

A copy of the school board policy is available for review in the office of each school building.

COMPLAINT PROCEDURE

Any student or employee of HPS who believes he or she has been discriminated against, denied a benefit, or excluded from participation in a district education program or activity on the basis of race, color, national origin, sex, or disabling condition may file a written complaint with the compliance administrator or follow other procedures outlined in the Affirmative Actions procedure. (See Board Policy pages 67-77).

COMPLIANCE ADMINISTRATOR:

The compliance administrator for these board policies in the Hazen Elementary School is Trevor Sinclair, Elementary Principal, P.O. Box 487, Hazen, ND, 58545, (701)748-6120.

RELEASE OF SCHOOL RECORDS TO A NON-CUSTODIAL PARENT

It is the policy of the HPS to permit each parent to receive copies of the child's school records, including

but not limited to grade reports, individual education plans, and other relevant documents. Unless the school is prohibited from doing so by a court order, the school will provide a non-custodial parent with copies of the records upon written request. It is the responsibility of the non-custodial parent to make the request.

ASBESTOS MANAGEMENT PLAN

The school district's Asbestos Management Plan can be found in the office of the superintendent, Ken Miller.

ANNUAL NOTIFICATION REGARDING PARENTS' RIGHT OF ACCESS TO STUDENT RECORDS

Each year parents and students need to be reminded of the student records policy of the HPS. Parents of students or 18-year-old students who wish to review any or all of the school records pertaining to the student should contact the building principal for an appointment. The records will be reviewed with school personnel, and parents may have copies of the records for the cost of copying.

If parents or adult students believe something in the records is inaccurate or misleading, they may request that it be corrected or they may have comments added to the record. If the principal and the parent or adult student cannot agree, the latter may contact the superintendent for a hearing.

Record information will not be released to most persons or agencies without the written consent of parents. Nonetheless, it is the policy of this district to forward school records, without parent consent, to the school in the district to which a student transfers. This is to facilitate the prompt placement of the student in the new school. However, parents may request a copy of the records. Similarly, without parent consent, the district forwards transcript or other information requested by high school students, to colleges and other educational institutions to which the students are applying.

For a complete copy of the district's student record policy, contact your school principal. Students who have questions or concerns about the student record policy may direct them to the building principal, the superintendent, or the U.S. Office of Education.

Also, federal law permits a school district to identify certain "directory information" that may be publicly released without permission of the parents. Hazen Public Schools identifies this information as the following: name, address, telephone number, data and place of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous school attended. If you do not want this information released, please complete the form below and return within ten (10) school days. If we do not receive your notice by that date, we will assume that you have no objection to the release of such information. We believe that it is in the student's best interest to have such information released in school and community newspapers because of the recognition it gives them. We make every reasonable effort to protect our students' privacy. For example, it is our policy not to release information to businesses for commercial purposes or to individuals without good reason. Therefore, most parents do not restrict the release of directory information.

To: Principal of Hazen Elementary School

I do not wish "directory information" as defined in Hazen Public School's record policy, concerning my child, _____ (student's name), to be released from school records without my prior written consent. I understand this will exclude my child's name from parent organization mailing lists, school annuals and newspaper, commencement programs, publication of honor roles, and other school information about students in the public media.

Signature _____

Date _____

HAZEN ELEMENTARY FACEBOOK PAGE

<http://www.facebook.com/HazenElementary>

Your access to what is happening in the Hazen Elementary School (HES) will include the option to use Facebook. This page will serve as a regular resource to find information on noteworthy happenings in our school. Every effort will be made to keep this page as secure as possible. The page will include such things as updates on current school events, pictures of students participating in school activities, recognition of students for excellence, school closing/cancellation updates, and announcements. This page will not include last names of students, pictures, videos, or content uploads from anyone other than the administration. At registration, you will be provided with the option to opt out of your child (ren) being included on the Facebook page.

SCHOOL HOURS

Hazen Elementary School hours are from 8:30 A.M. to 3:20 P.M. To secure our building, the doors will be locked except for 8:00-8:30 A.M. Students can begin eating breakfast at 8:00 and then go to outside/inside recess (Depending on the schedule and weather permitting), the students are then expected to leave the building when they have outside recess until the morning bell, which is the signal for all students to come in from outdoors and be in their classrooms by 8:30 A.M. For the 2025-2026 school year, we will have weekly early outs every Wednesday where we will begin dismissal at 2:40 for kindergarten and one minute later for each grade level with buses departing at 2:50 from the school. This schedule is to allow for teacher professional development time.

Playground supervision begins at 8:00 A.M.

School dismisses at the following times:

Kindergarten	3:15	5th Grade	3:20
1st Grade	3:16		
2nd Grade	3:17	Middle School	3:15
3rd Grade	3:18	High School	3:23
4th Grade	3:19	Buses leave	3:25

Students should go directly home at dismissal. If a student is staying after school at the request of staff, parents will be contacted by the student or teacher. Please note, once a bus student leaves the building s/he will be expected to get on the bus and remain on the bus until it leaves. Students will be permitted to leave the bus for emergencies only.

LUNCHROOM

Good table manners are necessary in the school cafeteria, so students will be expected to use appropriate table manners. Students will sit at assigned tables.

HOT LUNCHES

Hot lunch is served daily. The full lunch is a balanced, nutritious meal. Students are encouraged to try a little of every food on their plate. No one food supplies all the nutrients needed for good health, and our chances of getting all the protein, vitamins, and minerals we need are better when our diet includes a wide variety of food. Students bringing cold lunch will eat in the lunchroom. The cost of a daily meal is:

Breakfast

- \$1.85 for student breakfast
- \$2.25 for student second breakfast
- \$2.30 for adult guest breakfast

Lunch

- \$3.10 for elementary student lunch
- \$4.10 for elementary student second lunch
- \$4.30 for student guest lunch
- \$4.80 adult visitor

1. Milk is included with meals, but it may also be purchased by those eating cold lunch at a cost of \$0.60.
2. Students may purchase a second meal at the cost of \$4.10 per meal, if permitted after checking with a lunchroom supervisor. Parents need to notify the school if they do not want their child(ren) to purchase additional meals.
3. Meals and drinks from competitive, commercial eating establishments will not be sold in school cafeterias.

Each student will be assigned a 4-digit code to access his/her lunch account. Money is to be deposited in advance to the family lunch account and it will be deducted from the account as the individual makes purchases. Parents are responsible for maintaining a positive balance in the lunch account. Notices are sent via email when a balance falls below \$15.00. Please assist us in keeping the lunch costs down by keeping a positive balance in the account. A printout itemizing all purchases during a period of time, listed by individual, is available upon request.

STUDENTS' HEALTH

For students to do their best in school, it is necessary for them to get the proper amount of rest and have a nourishing breakfast before coming to school each morning. Most health authorities recommend the following number of hours of sleep for your child:

<u>Years of Age</u>	<u>Hours of Sleep</u>
6-7	12
8-10	11
11-13	10-11

BATHROOMS

Students are expected to use bathrooms for their intended purpose only and respect the privacy and rights of others.

REPORT CARDS

The intent of report cards is to provide communication between the teacher, parents/guardians, and students. Report cards will be issued following each nine weeks. The standard grading system for grades 3-5 is as follows:

- A--Excellent (94-100)
- B--Above Average (87-93)
- C--Average (80-86)
- D--Unsatisfactory (75-79)
- F – Failure

VISITORS

We encourage parents/guardians to visit our school. We request, however, that classroom or lunchroom visits do not take place during:

- the first two weeks of school,
- a day before a holiday, and
- the last two weeks of school.

You must notify the school office in advance of your intended visit to a classroom if it has not been prearranged with the classroom teacher. There is a separate form entitled "Hazen Elementary School Classroom Visitation Registration Form" that you will be asked to fill out. As a general rule, we would ask that this notice be provided at least one day in advance of the visit.

STUDENT VISITORS

Visitation by students not regularly enrolled must be approved by the principal before the day of the visitation. The classroom teacher will be consulted to see if the visit will fit into the day's schedule.

PARENT-TEACHER/FAMILY ENGAGEMENT CONFERENCES

There will be two parent-teacher conferences during the school year. The first one is scheduled for **Thursday, October 23** from 3:30-8:30 and the second conference is scheduled for **Thursday, February 5 from 3:30-8:30**. All conferences will be scheduled online using SignUp Genius. Teachers are willing to schedule a conference at other times during the year. Please feel free to call and arrange a time.

ILLNESS

When a child becomes ill at school, parents will be notified and asked to pick up their child. We ask that a substitute telephone number be provided in the event neither parent is able to be reached to avoid a child having to stay at school when sick. If a child becomes ill or hurt she/he should tell a teacher, principal, secretary, or adult supervisor.

FIRE DRILLS

State law requires that we periodically hold fire drills. When the alarm sounds, students will be asked to leave their seats immediately and go directly to the designated exit of each respective classroom. They are asked to walk rapidly, go at least 75 feet from the exit, and to remain there until they are given permission to return to the building.

NEW STUDENTS

New students are to be enrolled in the school office at least one full day prior to the start date. They will be given the necessary forms to complete to keep the student's personal file up-to-date. The parents/guardians help and cooperation are deeply appreciated and assists in a smooth transition to a new classroom. HPS will not permit a child to physically start school until the education records from the previous school are received and reviewed by the building administrator.

MUSIC

All students will have the opportunity to participate in the general music classes. Band is offered to students beginning in 5th grade.

CELL PHONES

In accordance with Hazen School District Policy FFI, students are prohibited from using personal electronic communication devices during instructional time. Our instructional time in the elementary is from 8:00 to 3:20. Instructional time includes the entire school day from the first bell to dismissal, including recess, lunch, and passing time between classes.

Prohibited devices include, but are not limited to:

- Smartphones
- Cell phones
- Bluetooth-enabled devices
- Tablets

- Smartwatches or other wearable devices
- Gaming devices

All personal electronic communication devices must be:

- Silenced or turned off, and
- Securely stowed away, and
- Inaccessible to students during instructional time

Exceptions may be granted only by administration for:

- School-issued or school-approved devices used for educational purposes
- Medical devices or accommodations outlined in an IEP, 504 Plan, or medical provider recommendation

Limited use of personal devices may be authorized during school-related activities that occur outside of instructional time (e.g., field trips, bus rides, extracurricular events) with approval from administration, teachers, and coaches.

Violations of this policy will result in disciplinary action, including in-school suspension for the remainder of the school day for each offense. Additional consequences may apply for refusal to comply. The full policy, FFI – Personal Electronic Communication Devices, is available on the district website.

LATEX

Bringing latex balloons to the school is prohibited because of the severe allergic reaction they may cause to certain individuals. The elementary school tries to adhere to a latex-free policy.

TEXTBOOKS

Textbooks and workbooks will be provided to students free of charge. A student who loses, damages, or destroys a textbook will be assessed the full cost of the textbook if it needs to be replaced in the first year of use. In the second year of use, it will be assessed at the rate of 80% replacement value; in the third year of use, it will be assessed at the rate of 70% replacement value; in the fourth year of use, it will be assessed at the rate of 60% replacement value. Thereafter, a lost or damaged text will be assessed at \$15.00 per book. Students who lose or destroy workbooks or other consumable items will be assessed the cost of replacement.

LOST AND FOUND

Parents, **please mark your children's coats, jackets, boots, mittens, etc., in a manner that cannot be removed.** Use a permanent marker to write on clothing and boots. Many lost articles are never claimed because their owners cannot be identified. We will do everything possible to assist your child in finding a lost article. Articles found in and around the school should be turned in to the main office where the owner may claim his/her property by identifying it. Items not claimed will be donated.

SNOW BOOTS OR OVERSHOES

Our primary reason for asking children to wear snowboots is our concern for their health; the secondary reason is to help keep our building clean. With hundreds of students using the building daily, keeping a

clean school is everyone's responsibility. When the playground is muddy, very wet, or covered with snow, students should wear boots during recess. A pair of regular shoes should be brought to change into during school hours. Your cooperation with this will be greatly appreciated.

DRESS FOR THE CLIMATE

Students are permitted to wear shorts before October 15th and after April 1st of each school year. North Dakota winters can get very cold at times and weather conditions can change rapidly. We urge you to ensure that your child has mittens, a hat, a scarf, boots, and a warm coat when coming to school in the morning. Even during cold weather, the children will go outside for short periods of time

PHYSICAL EDUCATION FOOTWEAR

Safety is our primary concern in asking you to be sure your child wears proper footwear to gym class. Some type of rubber sole or tennis shoes are best. Physical education classes are taught to all grades.

ATTENDANCE IMPORTANCE

The importance of regular attendance cannot be over emphasized. Regular attendance is necessary for progress in school. Students are expected to be in attendance every day school is in session unless they are unable to attend because of illness, family emergency, etc. Students who are absent are expected to have their parents call or email the office verifying the absence. Please call 748-6120 or email megan.kramar@k12.nd.us, preferably before 8:30 A.M., to inform the school when your child(ren) will not be in attendance. Students missing one hour or more during the day will be counted a half-day or full day absent. Students who are tardy are to report to the office before going to the classroom.

When students are absent, their school work needs to be turned in to their teachers within two school days after their return to class or within reasonable time as established by the classroom teacher, depending on the amount of work. Teachers will arrange for students to use the homework academy (noon hour and after school when staffing is available) to complete their assignments when work is not completed within the two school days after their return.

WITHDRAWAL OR TRANSFER

If you plan to leave the HPS at any time, please notify the office before your child(ren)'s last day. The proper completion of the necessary forms will make your move much easier.

TELEPHONE CALLS

Each classroom is equipped with a telephone extension. We ask your cooperation in **not calling** the school to request to speak to your child unless it is **very important**. **Please limit your calls to teachers to the times when they are free**. The teachers will be asked to list their free times in their weekly newsletters and/or on their web page.

During regular school hours you will initially be connected to the secretary. It is expected that you will leave a message with the secretary rather than interrupt the classroom. However, if you call during a teacher's free time, the secretary will transfer your call to the intended party. Times outside of office hours, a voice prompt will be activated to provide you with instructions on how to either connect with, or leave a message for, the person you wish to visit with.

LEAVING THE SCHOOL GROUNDS

Any student who needs to leave the school grounds during school hours must bring a written note from

their parent/guardian explaining the purpose, place, and time of their trip. If a student is leaving early, parents/guardians should notify the office of the leave time and pick up their child in the office at the designated time.

BICYCLES

Bicycles should be used only to and from school. They should be left in the bicycle rack during school hours and not be ridden during recess or noon hour. Bicycles should be padlocked when not in use.

HOMEWORK

Homework will be given to students on an increasing basis as they progress in school. Parents may wish to set aside 20-60 minutes each evening for children to read, practice spelling or math, or do assigned homework. This is an important pattern in responsibility to establish when children are young. Parents of very young children may use this time to read to their children.

EMERGENCY INFORMATION

Keep the school updated on any changes of phone numbers so we may contact you quickly in case of an emergency. If you change your address, telephone numbers, or place of employment, please notify the school as soon as possible.

RECESS

Students are provided at least one recess each day. Students are encouraged to participate unless a daily written note or a doctor's excuse is furnished. Students not physically able to participate in recess should normally be kept at home to ensure their physical health. Outdoor recess will not be taken in extremely cold or inclement weather with a temperature or wind chill of -15 degrees and colder.

STUDENT DRESS

The home and the school need to cooperate in the matter of dress. School is the child's business, and children who are dressed in comfortable play shoes and other appropriate school clothing seem to perform better. Short shorts, halter tops, spaghetti straps, and strapless tops are not allowed. This will be addressed on a case-by-case basis with students in the upper elementary. Articles of clothing with writing or pictures on them are prohibited if such material is suggestive, obscene, or advertises/promotes the use of alcohol, tobacco, or other harmful substances.

PARTIES

There will generally be three classroom parties during the school year: Halloween, Christmas, and Valentine's Day. Special treats for birthdays should be prearranged with teachers in order to prevent disruption of their classes and daily activities. Special events and activities that correlate with subject material may be held at the discretion of the staff.

SCHOOL PROPERTY

School property is owned by the patrons of our community. Therefore, students are expected to take appropriate care of all school property. Damage to school property will be charged to the student in cases of intentional destruction, abuse, or loss.

LUNCH PERIOD

Upper elementary and lower elementary students eat at different times. The lunch period is approximately 40 minutes, including recess. Students are not allowed to leave the school grounds during the lunch period unless picked up by a parent/guardian.

STORM POLICY

All storm announcements relating to HPS will be called into KFYY, Bismarck, as soon as a decision is made. In addition, notification will also go out to all patrons via the Blackboard Connect system and on our FaceBook page.

If a storm develops during the night:

1. Announcements will be made no later than 6:30 A.M. on the radio station mentioned above.
2. If road conditions become poor, it may be necessary to run buses on emergency routes only. Announcements concerning this will be made as it becomes necessary.

If a storm develops during the day:

1. Announcements will be made on the Blackboard Connect system as soon as a decision is made.
2. As soon as the announcement to dismiss school is made, parents/guardians who wish to pick up their children may do so as soon as possible.
3. When parents/guardians have more than one child enrolled in school, they are asked to pick up all children from the building of the youngest child.

RETENTION OF GRADE

1. Retention should be at the lower elementary grades when possible.
2. A student's assignment after retention will be reviewed to determine the classroom placement. Past practice recommended having a new teacher when retained. The team will review and determine if a new teacher or the current teacher is the best placement for the student. The principal will make the final decision after consulting with parents/guardians and teachers.
3. A student should not repeat the same grade more than once.
4. When a student is being considered for retention, his/her parents/guardians should be involved in the decision, **but HPS has the authority to determine the final decision.** The following guidelines will be considered when retention is in order:

Placement, Promotion, Retention, and Acceleration of Students

- I. Placement, promotion, retention, and acceleration shall be made in the best interest of the student after careful evaluation of all the factors relating to the advantages and disadvantages of an alternative. The educational program shall provide for the continuous progress of children from grade to grade.
- II. In evaluating student achievement, each teacher will use all available information, including results of teacher-made tests and other measures of skill and content mastery; standardized-test results; and teacher observations of student performance. Whenever retention is being considered in grades 1-5, the teacher shall confer with the principal and other staff members involved with the child. The parents/guardians shall be invited to a meeting with the teacher, principal, and other staff members as early as possible. Discussion shall consist of an explanation to the parents of their child's current academic standing and individual ability. **The final decision whether or not to retain a student shall be made by the principal after**

consultation with the parents/guardians.

- III. Similarly, acceleration or double promotion will be used only after consultation with all staff members involved with the child and parents/guardians. The principal will make the final decision.
- IV. Every effort will be made to identify special needs and talents of children early in their school careers so appropriate placements can be made.
- | | | |
|------------|-------------------|---|
| Legal Ref: | NDCC 15-29-08(13) | General powers and duties of school board |
| | NDCC 15-38-14 | Assignment of students to pupils |
| | | Classification of pupils |

Second Step/ABOVE THE LINE GUIDELINES

Each classroom teacher is encouraged to facilitate a class meeting to discuss the rules and procedures for their class and establish the responsibilities that belong to the students and those of the teacher. The class will spend time discussing the rules of the school and classroom with the teacher, giving input where appropriate.

“Above the Line/Below the Line/Bottom Line” is a system used to categorize behaviors. Appropriate behavior is deemed “Above the Line”, inappropriate behavior is deemed “Below the Line”, and serious rule infractions are considered “Bottom Line”. Each year, students will generate and categorize a list of behaviors into the category they deem appropriate. “Bottom Line” behaviors are predetermined based on the HPS policy and include fighting, harassment, weapon violations, and vandalism.

When a student chooses to act appropriately, she/he will be given positive reinforcements in the form of recognition tickets from a staff member. If a student displays exemplary behaviors, she/he are referred to the office where they will be given a special reward and have their tickets placed on the wall outside the office.

When a student chooses to act inappropriately, she/he behavior is referred to as being “Below the Line.” It is at this point that the student will be given a choice by the staff person observing the behavior. The student is asked, “Do you want a consequence, or do you want to fix it?” Most students will choose a Fix-It Plan/Reflection Sheet over a consequence. The student is asked to brainstorm ways she/he can “fix” or “repair the harm” that they have caused. This brainstorming often takes place during the student’s time. It is the job of the involved staff person to follow-up and verify that the plan was carried out. If the plan isn’t completed, the offending student forfeits her/his opportunity to fix the problem and instead receives a consequence determined by the staff member.

When a student’s behavior is considered “Bottom Line,” she/he or she is automatically referred to the principal. The principal will then determine the necessary actions depending on the severity of the inappropriate behavior. Although “Bottom Line” behaviors automatically result in a consequence, the involved student is also encouraged to complete a Fix-It Plan/Reflection Sheet.

A Fix-It Plan involves going beyond saying “I’m sorry”, “I won’t do it again.” Students must take responsibility for their actions. If a student is caught running in the halls, she/he may need to practice walking in the halls during recess or after school. If a student throws food in the cafeteria, she/he may clean up the cafeteria. If a student made fun of another student and left them out of a game, a Fix-It Plan might involve being “extra” kind by inviting the other student to join a game or by writing a letter to the student listing specific things they like about him/her. The fix-its will be reasonable for the situation and empower students to fix-it themselves and make it right.

Above the Line / Below the Line Discipline Plan

Be Safe, Be Respectful, Be Responsible

Above the Line (positive)

Students who exhibit Above the Line behavior will be subject to office referral, rewards from the teacher or principal, your picture on the Above the Line bulletin board.

- Observe safe behaviors
- Respect school property and property of others
- Use appropriate language
- Be honest and respectful of themselves and other students
- Observe laws of the state and community

Below the Line (Negative dealt with by staff member)

Students who exhibit Below the Line behavior will be subject to consequences to include a verbal warning, a fix-it plan, office referral, restitution, and parental contact.

- Running in halls
- Physical contact involving other students, throwing objects
- Defacing books, lockers, desks, or any destruction of personal property
- Swearing, put-downs, and talking back or being disrespectful to adults

Bottom Line (Negative dealt with by Principal)

Students who exhibit Bottom Line behavior will be subject to consequences to include, but are not limited to detention, Restorative Justice, in-school suspension, out-of-school suspension, expulsion, and police referral.

- Illegal behavior
- Disrespectful/abusive language toward a student or staff member
- Unsafe activity
- Fighting or other physically aggressive behavior
- Violence or threatening behavior
- Cheating/lying

Playground Expectations

Recess is a time for positive and safe play/activities for students.

- Use good sportsmanship and "fair play" rules at all times
- Use playground equipment as it was designed to be used
- Snow, rocks and sticks will not be thrown
- Ask permission to go back inside the school
- Never enter the street to retrieve a ball or other item
- Games involving tackling and roughness are not allowed
- When the whistle blows line up quickly

Hallway Expectations

The hallways will be safe, neat and orderly places where students and adults respectfully and quietly move from place to place. The restrooms will also be safe, neat and orderly.

- Walk facing forward on the right-hand side with your hands to yourself
- Quiet voices
- Go straight to your destination
- One student per classroom in the bathroom at a time during class time, unless you are with the teacher

Lunchroom Expectations

The lunchroom will be a place where students act in a responsible manner; being respectful to everyone in order to achieve an enjoyable atmosphere for eating.

- Talk in a quiet voice
- Keep uneaten food on trays
- Sit back in your spot when done eating and wait to be dismissed
- Soda/pop should not be brought with cold lunches

General Consequences

- Teacher/supervisor/student conference
- Office referral
- Restitution
- Make a plan/discuss alternative behavior
- Removal from activity to plan, draw, or talk
- Missing future recess time
- Time out on a bench at recess or in lunchroom, or removal to the office
- Have a class meeting to discuss ongoing concerns
- Parent contacts
- Community service

ACCEPTABLE USE

HPS believes network access plays an important role in the education of students; however, the network also contains content that is not appropriate for students and staff. The District has taken precautions, in accordance with federal law, to restrict students and staff access to obscene, pornographic, and/or harmful information through the use of software designed to block sites containing inappropriate material. While the District has taken preventive measures, it recognizes that it is not possible to fully guarantee that students and/or staff will never access objectionable materials.

Education

The District shall provide education to students and staff about appropriate online behavior, including interacting with other individuals on social networking websites, as well as, cyberbullying awareness and response.

Monitoring Use

Network access is a privilege, not a right. Network storage areas shall be subject to the same scrutiny as school lockers for students. Students and staff shall have no expectations of privacy when using district computers and/or networks and shall use this technology solely for classroom/district-related purposes. Network administrators may view files and communications to maintain the integrity of the system and to ensure proper and responsible use of the system. Teachers and administrators will exercise supervision of student use.

Prohibitions

The District subscribes to the acceptable use policies of EduTech. All district computer users shall abide by this policy. The Superintendent or designee may take disciplinary measures when any of the following actions occur:

1. Accessing, downloading, or publishing inappropriate Internet material;
2. Sending or posting threatening, harassing, insulting, annoying or alarming content;
3. Sending, posting, or using obscene language;
4. Violating the privacy rights of students and employees of the District;
5. Vandalizing and/or tampering with district computers, and/or networks;
6. Hacking or any other form of unauthorized access to accounts, computer systems, or files;
7. Attempting to breach network security or transmit viruses;
8. Violating copyright, trademark, trade secret, or other intellectual property laws;
9. Using the network for political purposes as defined by state law, financial gain, and/or commercial purposes;
10. Accessing social networking or other Internet sites for noncurricular purposes;
11. Other actions deemed inappropriate or is not in the best interest of the District, its employees, and students.

Violations

Violations of this policy, or any federal/state law, rule or regulation, may result in loss of network privileges, as well as further disciplinary action up to and including suspension or expulsion for students or termination of employment for staff, as determined by the Superintendent or designee.

Consent

All students and staff must consent to this policy in writing prior to accessing district networks, computers, and/or other technologies.

OLIVER/MERCER SPECIAL EDUCATION

Hazen Public School provides special education services through a two-county cooperative plan. The unit is called Oliver-Mercer Special Education Unit and the office is located at 507 1st Ave. NE, Hazen, ND, 58545. This Unit is responsible for providing special education to children with the following handicaps:

- | | |
|---------------------------------|-----------------------------|
| 1. Specific Learning Disability | 8. Deaf/blindness |
| 2. Speech/Language Impairment | 9. Hearing Impaired |
| 3. Emotional Disturbance | 10. Visually Impaired |
| 4. Intellectual Disability | 11. Orthopedically Impaired |
| 5. Multiple Disabilities | 12. Other Health Impairment |
| 6. Autism | 13. Traumatic Brain Injury |
| 7. Deafness | |

In order to receive special services, a child must be referred to the school principal, assessed by a team of qualified professionals, and determined to be handicapped in one of the above areas. If you feel your child has any unique educational needs, please contact the school principal.

This Unit also provides special education services to children ages three through six. Before services can be provided, an evaluation of the child must be completed to determine if the child is severely delayed. If you feel this service is needed, please contact the Special Education office at 748-6383 for specific details concerning referral.

The Oliver/Mercer Special Education Unit is an extension of the Hazen Public School. It cooperatively coordinates special services for all handicapped children in the two counties. If you have any questions or concerns, please contact your school principal at 748-6120 or the unit director at 748-6383.

In the event there is a need for special education services, there are certain safeguards which must be followed. These safeguards include:

SUMMARY OF YOUR RIGHTS AS A PARENT/GUARDIAN

These safeguards are guaranteed to children and their families by Public Law 94-142 and its most current update, IDEA 2004, The Education for All Handicapped Children Act of 1975, and Section 504 of Public Law 93-122, The Vocational Rehabilitation Act of 1973.

1. You must receive written notification before the school may conduct individual testing of your children and must give written permission for the assessment to occur.
2. You must receive written notification of any initiation or refusal to initiate a change in your child's educational placement.
3. You have the right to present your views regarding the identification, evaluation, placement or provision of a free appropriate education to your child. This includes the right to request an educational evaluation.
4. You have the opportunity to present information from an independent educational evaluation of your child.
5. You have access to all relevant school records of your child.
6. Either you or the school may initiate an impartial due process hearing to resolve differences that could not be resolved informally. The request is filed with the ND Department of Public Instruction. In conducting such a hearing, parents must:

- a. receive timely and specific notice of the hearing,
 - b. have the right to be accompanied and advised by counsel and/or by individuals with special knowledge or training with respect to the problems of handicapped children,
 - c. confront, cross-examine and compel the attendance of witnesses,
 - d. present evidence relevant to the decision, and
 - e. obtain written or electronic verbatim record of the hearing, and obtain written findings of facts and decisions.
7. The hearing will be conducted by an impartial hearing officer selected from a list provided by the Department of Public Instruction.
 8. The decision of the hearing is binding on all parties pending appeal.
 9. Either party has the right to appeal the findings and decision of the hearing through the court system.
 10. During the above process your child shall remain in the original program or any other program to which both parties can agree.
 11. Students who receive special education and related services must receive a periodic re-evaluation every three years.
 12. These rights transfer to your child when he/she reaches the age of 18 unless a guardian has been appointed by the court. These rights would then be retained by a court appointed guardian.

The Oliver/Mercer Special Education Unit requires all building level principals to have educational support teams. This is an educational intervention team to assist teachers in planning strategies to help students who are having difficulty. These teams consist of regular educational staff, special education staff, and parents who discuss the problem areas and suggest educational strategies to the child's teacher. If after a period of time the child still had educational difficulty, the team that includes parents generally recommends referral for a formal evaluation to determine if a disability exists.

"CHILD FIND WEEK"

The Oliver-Mercer Special Education Unit designates a week in September as "child find week." Community members are requested to report to school administrators or the director of special education the name and address of students who may have a disability. The purpose of this week is to find children ages birth through two who have not been identified and any children ages three through twenty-one who are not receiving educational services. All personally identifiable information will be kept confidential.

BUILDING LEVEL SUPPORT TEAMS

The Oliver/Mercer Special Education Unit requires all building level principals to have educational support teams. This is an educational intervention team to assist teachers in planning strategies to help students who are having difficulty. These teams consist of regular educational staff, special education staff, and parents who discuss the problem areas and suggest educational strategies to the child's teacher. If after a period of time, the child still has educational difficulty, the team that includes parents generally recommend referral for a formal evaluation to determine if a disability exists.

DISCIPLINE (STUDENT WITH A DISABILITY)

The Hazen Public School District may order the removal of a child with a disability from his/her educational setting for not more than 10 school days for any violation except the following:

- A. Possession of weapons
- B. Illegal drugs
- C. Imminent danger to self and others

If any of the fore mentioned violations occur the school district may remove the child for up to 45 days. During this interim educational setting, the IEP team will convene for the purpose of future planning.

A student may be suspended pending the school board's decision in an expulsion hearing provided that an alternative program is implemented if suspension exceeds 10 days.

HAZEN PUBLIC SCHOOL'S GUIDANCE AND COUNSELING PROGRAM

The Hazen School Counseling Department's mission and vision are to consistently address academic, career, and personal/social issues in its programming for students and act as a resource and advocate in these areas for students, staff, and parents. *The philosophy and beliefs of Hazen Public Schools Guidance Program are based on the American School Counseling Model and the North Dakota Counseling Standards for Students.*

We believe:

- That every student has the ability to succeed to his or her highest potential.
- That all students have the right to participate in a comprehensive school-counseling program.
- That all students' ethnic, cultural, racial and sexual differences and special needs are considered in planning and implementing a school-counseling program.
- That school counselors are advocates and catalysts for the growth and support for every student.
- That school counselors provide system/team support with teachers, principals, other staff, and parents in providing services to students.

Hazen School Counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

1. **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
2. **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
3. **Responsive services:** Responsive services are activities designed to meet student immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

The Hazen Public School Guidance Departments follow the North Dakota School Counseling Standards for Students in development of the guidance curriculum. They are as follows:

Personal/Social

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

**To see the full comprehensive ND School Counseling Standards please contact one of the school counselors.*

SEXUAL HARASSMENT

Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination. Under the Equal Employment Opportunity Commission (EEOC) guidelines which the school district follows, an employer is held accountable if a person is harassed or bullied by supervisory employees, whether or not the employer is aware of the harassment or acts promptly to remedy the situation. If a person is harassed or bullied by fellow workers or by non-employees the employer is held accountable if the employer knows of the harassment and bullying and fails to take immediate and appropriate corrective action.

A learning and working environment that is free from sexual harassment and bullying will be maintained in the Hazen Public School District. It will be a violation of policy for any member of the district staff to harass or bully another staff member or student, or for students to harass or bully other students or staff, through conduct or communication of a sexual nature as defined by this policy.

Administrators and supervisors will make it clear to their staff and students that sexual harassment and bullying is prohibited by Board policy and is grounds for disciplinary action. Administrators will use staff meetings and inservice sessions and student assemblies to inform employees and students of their rights and remedies under the law.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when (1) submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education, advancement or grade, (2) submission to or rejection of such

conduct or communication by an individual is used as a factor in decisions affecting such individuals' employment or education, or (3) employment or education or creating intimidating, hostile, or offensive employment or education environment.

Sexual harassment, as defined above, may include, but is not limited to:

1. Sex oriented verbal "kidding," abuse, or harassment;
2. Pressure (subtle or otherwise) for sexual activity;
3. Repeated remarks to a person, with sexual or demeaning implications;
4. Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

Any person who believes he or she has been the victim of sexual harassment or had been bullied by any employee or student of the school district or any third person with knowledge or belief of conduct which may constitute sexual harassment or bullying, should report the alleged acts immediately to the building Principal. If the official designated is the person alleged to have sexually harassed or bullied another, the complaint may be made to any other administrator or directly to the board president. Filing of a complaint or otherwise reporting sexual harassment and bullying will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of harassment and to take disciplinary action when this conduct has occurred.

A substantiated charge against a school district staff member will subject such member to disciplinary actions, which may include discharge.

A substantiated charge against a student in the school district will subject that student to disciplinary action, which may include suspension or expulsion, consistent with student disciplinary policies.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

Adopted Nov. 10, 1992

STUDENT EVALUATION AND THE USE OF TEST SCORES

A nationally standardized achievement test shall be administered at the kindergarten level.

A nationally standardized group achievement test and a nationally standardized group aptitude test may be administered in grades one through eleven.

It shall be the intent of HPS to utilize the standardized testing information in the following ways:

Individual Student Achievement Results

1. To be used as a screening instrument to help the school make a determination as to whether or not a student is achieving commensurate with his/her ability.
2. To be used as a screening instrument as part of the needs assessment which is useful in identifying students who could possibly benefit from Title I services.
3. To be used as a screening instrument in assessing a student's individual needs when necessary.
4. To be used as a screening instrument in the pre-referral process for School Wide Assistant Team (SWAT) meetings.

Grade Level Achievement Results

1. To compare the grade level results with the national and state norms.

2. To review the academic strengths and weaknesses at each grade level.
3. To review the grade level results by homeroom for the purpose of identifying strengths and weaknesses in the individual homeroom relative to curriculum concerns.

District-Wide Achievement Results

1. To compare the district-wide results with the national and state norms.
2. To compare the district-wide results with the previous year's mean scale scores for the purpose of showing growth or lack of.
3. The test coordinator will analyze each year's right response summary reports and objectives performance summary reports to make a determination as to whether or not the scores fall outside the state's recommended guidelines, i.e. +10 or more indicates strengths, -10 indicates we need to look further into the testing, -20 could be cause for concern.

Dissemination of Results

The district-wide results will be shared with the school board at a regular school board meeting. This will occur on an annual basis.

The building principals along with the counselors shall be responsible for developing a plan of action in disseminating the test results to parents, teachers, students, and community in a timely fashion. It shall be a goal of the district to have all pertinent test information readily available for individual staff members at the onset of the new school year.

CARRYING WEAPONS

No student will knowingly possess, handle, carry, or transmit any weapon or dangerous instrument on any school property as defined in NDCC 15.1-19-10 (6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by the district, and the site of any school-sponsored event or activity.

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 and NDCC 62.1-01-01(3), to school will require that proceedings for the expulsion for a minimum of one year of the student involved be initiated immediately by the principal.

OPEN ENROLLMENT POLICY

Open enrollment applications received from other North Dakota school districts will be acted upon by the school board at a regular or special meeting in February. All applications will be reviewed and acted upon in the same chronological order as they were received by the school districts of residence.

Criteria for acceptance or rejection will be based upon the capacity of a program, class, grade level, or school building.

This district will not deny an application on the basis of previous academic achievement, participation in extracurricular activities, disabilities, English language proficiency, or previous disciplinary proceedings.

This district will not give or offer to give remuneration or directly/indirectly exert influence upon the student or the student's family, in order to encourage participation in the open enrollment program for the purpose of having the student participate in varsity athletic activities.

The district reserves the right for the superintendent to determine the class schedule for students who are accepted under this policy.

The business manager or designee will notify the parent/ guardian and the resident district of the acceptance or rejection of an application within five days of the date on which action was taken.

EARLY ENTRANCE PROCEDURES

The age at which a child may be enrolled in public school in North Dakota is set by law. The law also specified the conditions under which exceptions can be made. The law reads as follows:

15-47-01. (North Dakota Century Code) Schools free and accessible-School ages. The public schools of the State shall be equally free, open and accessible at all times to all children who do not arrive at the age of six years by midnight July thirty-first shall not start the first grade in an elementary school until the beginning of the following year, except children who by reason of special talents or abilities as determined by a series of developmental and readiness screening instruments approved by the State Department of Public Instruction and administered by the school district, or who have completed kindergarten in an approved kindergarten, may start school at a younger age. However, under no circumstances shall a child start first grade that school year if he is not six years of age by December first. Children who do not arrive at the age of five years by midnight July thirty-first shall not start kindergarten until the beginning of the following school year, except children who by reason of special talents or abilities as determined by a series of developmental readiness screening instruments approved by the State Department of Public Instruction and administered by the school district may start school at a younger age. However, under no circumstances shall a child start kindergarten that school year if he or she is not five years of age by January first.

Participation in the early entrance evaluation program is not compulsory. It is established to accommodate the requests of parents whose children possess marked ability and maturity.

A child shall be evaluated for early entrance to either kindergarten or first grade of the public school upon the request of the parents/ guardians. The fifth birthday of the child must fall between July 31 and January 1 to be evaluated for early kindergarten entrance and the sixth birthday of the child must fall between July 31 and January 1 to be evaluated for early entrance to grade one.

Approximately five percent of all the children who are assessed under the early entrance criteria are accepted at a younger age. Experience shows that those children who can profit from early entrance and who may be penalized if early entrance into school is delayed fall within the upper five percent of the general population of first graders with respect to mental ability. Experience also shows that generally most children benefit from not being enrolled at a younger age. Although the parents make the request, the school makes the ultimate decision relative to the child being accepted at a younger age. However, the parents also have major responsibility in the decision. Evidence indicates the harm that can be done by being forced into a learning situation before a child is ready. The child will be younger than his peers through all the grades including the high school when peer relationships are so important. The child will also graduate from high school at a younger age. All of these factors must be considered before making the decision to start the evaluation process and especially before the placement of the child in the school.

ANIMALS IN THE CLASSROOM

The Hazen School District School Board recognizes that under the proper conditions animals can be an effective teaching aid. In order to protect both children and animals and in accordance with the recommendations of the Custer District Health Unit, the following guidelines are adopted for use in all schools in the district.

- The only animals allowed to be in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
- All animals must be in good physical condition and vaccinated against transmittable diseases. A record of current vaccinations will need to be reviewed before bringing an animal on site.
- Special consideration should be given to the effect of furred and feathered animals on allergic children before bringing the animals into the classroom.
- The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container that prevents direct contact with fecal material.
- No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
- All fecal material must be cleaned from the cage of any mammal or rodent on a daily basis and an appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health.
- No poisonous animals shall be brought into the school.

It will be the responsibility of the classroom teacher to provide for a plan of care for classroom-housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

No animal shall be housed at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers caused by that animal. Many different diseases and afflictions may be transmitted by animal hair, dander, bites, and fecal material. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well-being of the individual students in that particular classroom.

The Principal shall be advised of any animals to be housed in the classroom. At the Principal's discretion, permission to keep the animal may be denied based on these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, and (3) the past practice in the classroom.

FIELD TRIPS

Educational field trips are considered a vital part of the curriculum. Educational field trips are those which are directly related to ongoing classroom instruction. They can provide the most effective means of accomplishing certain objectives related to given aspects of the instructional program. Trips should be considered as a method of instruction and planned as such with definite objectives determined in advance.

In order to secure maximum educational benefit from a field experience, students will be oriented for the trip in advance. There will be adequate follow-up and tie-in of field trip experiences with classroom activities and discussions.

Individual classes shall have budgetary allocations based on enrollment so that effective planning can be made. Educational field trips will be conducted within the school day, when feasible. Parents will be notified in advance of each field trip. School transportation will be provided within budget limitations and arranged by the principal.

On all school sponsored trips involving students, provision will be made for proper supervision by school employees. Parents may assist in such supervision.

The appropriate supervisor/chaperone will carry copies of the "Parental Consent for Emergency Medical Treatment" form with them on out-of-district field trips.

MEDICATION ADMINISTRATION

When students require medication during the school day, parents/guardians are required to fully complete the medication form for their child (and each medication) before school personnel can dispense medication. Forms are available at the school office and on the school website. A complete school medication program guideline is available on the Hazen School website. At the elementary school, the form to administer medication at school must be signed for both prescription and non-prescription medication, and all medication will be administered through the office, unless otherwise documented and approved by school administration.

SURVEY INFORMATION

Surveys of a sensitive nature will employ the use of parental consent forms in which the parent/guardian grants permission for their child not to participate in the survey.

Title I **PARENT PARTICIPATION POLICY** **HAZEN PUBLIC SCHOOL**

Parents/guardians are considered partners in the Title I program. Parents are an essential part in the student's learning, so they need to be part of the program to provide motivation, encouragement, and help to their child.

Parents/guardians who have a child eligible for Title I programming will receive a copy of the written Parent Policy Handbook, which includes a listing of our: Goals and Objectives, Student Selection Policy, Parental Involvement Policy, and the annual Local Review Policy. Parents/guardians will also be asked to sign a notification slip before services can begin. A follow-up telephone call will be made only to the parents/guardians of new students. In addition, any student who could specifically benefit from having a COMPACT developed will have one drawn up.

Parents/guardians will be informed of any available educational offerings that would aid them in helping with their child's program.

All parents are encouraged to attend two Title I Parent-Teacher Conferences that occur during the regularly scheduled conferences. The purpose of these sessions will be to report on the progress that each child is making and talk about any future needs. All parents/guardians will receive written progress reports at the end of each grading period. Parents will be asked to fill out a questionnaire each year to help evaluate the Title I program. Parents/guardians are also invited to become members of the Parental Involvement Review Committee.

WELLNESS POLICY

HPS recognizes the important role of the district to promote a healthy school environment. It is the intent of the school district to provide nutrition education, physical activity, and other school-based activities to promote student wellness.

Nutrition Goals

The primary goal of nutrition education is to positively influence students' eating behaviors. The following statements provide policy guidance for the nutrition education efforts of the district:

- * Students at each grade level will receive consistent nutrition education that teaches the skills they need to adopt healthy eating behaviors.
- * Nutrition education will be offered in the cafeteria, as well as in the classrooms, with coordination between the kitchen staff and teachers.
- * Nutrition education will be communicated in consistent nutrition messages throughout the schools, classrooms, and cafeterias and promoted to parents, the community, and the media.
- * District health education curriculum standards and guidelines will include both nutrition and physical education.
- * Schools will link nutrition education activities with the coordinated school health program.
- * Schools will conduct nutrition education activities and promotions that involve parents, students, and the community.

Physical Education Goals

The primary goals for schools' physical activity components are to provide opportunities for every student to develop the knowledge and skills for specific physical activities; to maintain physical fitness; to ensure regular participation, and to teach the short and long-term benefits of a physically active and healthful lifestyle. The following guidelines are established:

- * Students will be given opportunities for physical activity during the school day through physical education classes, daily recess periods for elementary students, and the integration of physical activity into the school day.
- * Students will be given opportunities for physical activity through a range of after school programs which may include interscholastic athletics.
- * Schools will provide professional development to enable teachers and other school staff to promote enjoyable, lifelong physical activity among students.
- * Schools will encourage parents/guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- * Teachers and other school personnel will not use physical activity (e.g., running, laps, pushups) as a punishment.
- * The district is encouraged to promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations.

School Meal Guidelines

Nutrition Services offers healthy, nutritious meals, snacks and beverages in compliance with the most updated USDA guidelines and Dietary Guidelines for Americans. This includes all foods and beverages sold or served to students, including those available outside of the school meal programs. The goal is to create a total school environment that is conducive to healthy eating and being physically active.

Meals served through the National School Lunch and Breakfast Program will:

- * Be appealing and attractive to students.
- * Be served in a clean, enjoyable environment.
- * Ensure an adequate time for students to enjoy eating healthy foods.
- * Schedule lunch time as near the middle of the school day as possible.
- * Offer a variety of fresh fruits, vegetables, and whole grain products daily.
- * Serve only low-fat {1%}, fat-free milk, or flavored milk.
- * Allow access to water throughout the school day through drinking fountains and the use of other available options.
- * Encourage students to participate in the school meals program and protect the identity of students who eat free and reduced price meals.

Competitive foods and other foods and beverages sold to students will:

- * Foods and beverages sold individually will comply with the most updated USDA guidelines (e.g., foods sold or served outside of reimbursable school meals, such as through vending machines, a la carte, fundraisers, school stores, celebrations, school functions, catering?
- * The school day is considered from midnight until 30 minutes after the last bell
- * Schools principals have the option to allow three, one-day fundraisers per building each school year that do not have to comply with USDA guidelines.
- * Schools will encourage snacks that make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.
- * Schools are encouraged to consider celebration activities other than food. This includes foods or snack items brought from home.
- * School-sponsored events outside of the school day (e.g., athletic events, dances, performances) will be encouraged to sell or serve healthy foods and beverages.
- * Schools will use marketing activities that promote healthful behaviors including: vending machine covers promoting healthy options.

Implementation of the Wellness Policy

The school district recognizes the importance of communicating with parents/guardians and will supports parents'/guardians' efforts to provide a healthy diet and daily physical activity for their children. Shared information will support and include nutrition education, physical activity and physical education through the school website, newsletters, or other take-home materials, and special events.

The school board designates building principals at each school with the operational responsibility for ensuring that each school fulfills this policy. Principals will report to the district wellness committee on the school's compliance.

The district wellness committee will submit a summary report annually on the district-wide compliance, based on input from schools within the district. That report will be provided to the school board.

Monitoring will be reported annually to help review policy compliance, assess progress, and determine areas in need of improvement and or revisions.

CONCUSSION MANAGEMENT (Policy Adopted 1/2014)

The District shall comply with the concussion management program requirements contained in law (NDCC 15.1-18.2). For the purposes of compliance, the District has placed concussion signs and systems; removal from practice, training, and/or game requirements; return to play requirements, and staff, student, and parental training requirements in administrative regulations (FCAR-AR).

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

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

- School –sanctioned athletic activity is a sport that: o Is not part of the district's curricular or extracurricular program; o Is established by a sponsor to serve in the absence of a district program; o Receives district support in multiple ways (i.e., not school facility use alone); o Requires participating students to regularly practice or train and compete; o 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 to each coach, official, and athletic trainer as required by law 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 or 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 Hazen School Board, Superintendent, and Athletic Director shall make this determination, and the Superintendent and 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 Superintendent and Athletic Director should consult with community members, parents, and staff to determine who has such credentials and who would be willing to assist in this regard. The District should compile a list of such individuals, which should be provided to all coaches. This measure in no way guarantees that a healthcare provider trained and credentialed in accordance with law shall be present at athletic training, practices, and/or events nor shall the voluntary creation of this safety precaution be construed to created or assume any potential liability under local, state, or federal law or regulation.

While law allows coaches and officials to make removal from play decisions when concussion signs or symptoms are reported or observed, the District prohibits any coach or official under the age of 18 or who is currently a high school student from making such removal decisions. High school students and

minors who serve as coaches or officials are required to report any known sign, symptom, or report of a student's concussion as soon as possible to an adult who has removal-from-play authority for action. This restriction shall be a condition of allowing a minor/high school student to coach or officiate at district training, practices, and games.

If two or more parties with removal-from-play authority disagree on whether a student (who reports or exhibits signs or symptoms of a concussion) should be required to sit out, the District requires that the ruling 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 by law.

Return to Play The Board designates the Superintendent and 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 education 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.

CONCUSSION MANAGEMENT PROGRAM - Additions

NOTE: Items designated with a * are from a National Federation of State High School Associations document entitled "Concussion in Sports: What You Need To Know" written by Dr. Michael Koester, Jennifer Adams, and Angie Webster and available at: www.nfhslearn.com.

Concussion Signs & Symptoms Signs* Symptoms* Athlete appears dazed or stunned Double vision, blurry vision Balance problems Headache Confusion Fatigue Forgets events after the hit Feels "foggy" Forgets events prior to hit Feels sluggish Forgets plays Nausea or vomiting Loss of consciousness (any duration) Problems concentrating Moves clumsily (altered coordination) Problems remembering Personality change Sensitive to light or noise Responds slowly to questions Unsure about game, score, opponent

When to Call for Emergency Assistance* If an athlete exhibits the following symptoms, a district employee, sports authority (e.g., coach, assistant coach, trainer, referee) or designee should call 911 for emergency medical assistance. a. The athlete lost consciousness or has a decreasing level of consciousness; b. The athlete has symptoms of a concussion and his/her conditions appear to be worsening; c. The athlete's neurological function is deteriorating or mental status changes (lethargic, confused, agitated, difficulty maintaining focus/arousal); d. The athlete's respiration is decreasing or irregular; e. The athlete exhibits any sign or symptom of associated injuries, spine or skull fracture or bleeding; f. The athlete exhibits seizure symptoms/activity.

Transportation when Emergency Assistance is NOT Activated

Under no conditions should a student with a suspected head injury be sent home or allowed to drive. An athlete removed from play in accordance with this procedure whose condition appears stable (i.e. not worsening) should be transported by his/her parent to a medical facility as soon as possible. If the student's parent is unavailable, the coach shall make arrangements to have the student transported to a medical facility by a school employee as soon as possible. The coach or designee shall make a continued effort to notify the student's parent of the student's possible injury, transportation arrangements, and destination.

BULLYING



HAZEN ELEMENTARY SCHOOL



Bullying/Harassment Behavior Guidelines and Consequences

Behavior	1 st Time	2 nd Time	3 rd Time	
Teasing or Exclusion	Written warning. Parents Notified.	One noon hour detention. Parents notified.	Three noon hour detentions. Parents notified.	After three incidents we will develop an individual plan.
Hitting, Pushing, or Verbal Harassment including cyberbullying	One noon hour detention. Parents notified.	Three noon hour detentions. Parents notified.	One day classes only. Parents notified.	After three incidents we will develop an individual plan.
Severe hitting, Threats of Violence, Severe Harassment of any kind, or Intentional Destruction of Property	Three days classes only. Parents notified.	One week classes only. Parents notified.	In-school suspension until Individual Plan is developed. Parents notified.	After three incidents we will develop an individual plan.

BULLYING POLICY

Definitions

For the purposes of this policy:

* Bullying is defined as conduct prescribed in NDCC 15.1-19-17. The Superintendent should place this definition, in its entirety, in student and staff handbooks and should develop guidelines to assist students and staff with identifying this conduct.

* Protected 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 or the term on-campus refers to all property owned or leased by the District, school buses and other vehicles, or any school district sponsored or school-sanctioned activity.

* School-sanctioned activity is defined as an activity that:

- Is not part of the district's curricular or extracurricular program; and
- Is established by a sponsor to serve in the absence of a district program; and
- Receives district support in multiple ways (i.e., not school facility use alone); and
- 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 Hazen School District, school volunteers, and sponsors of school-sanctioned activities.

* True threat is a statement that, in light of the circumstances, a reasonable person would perceive as a serious expression of an intent to inflict harm.

Prohibitions

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

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

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

Reporting Procedures for Alleged Policy Violations

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

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

2. Reporting options for students and community members: Students and community members (including parents) may report known or suspected violations of this policy using any of the following methods:

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

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

Reporting to Law Enforcement & Others Forms of Redress

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

Documentation & Retention

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

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

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

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

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

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

Investigation Procedures

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

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

In all other cases, administration shall determine the level of investigation necessary based on the nature of the alleged violation of this policy after considering factors such as, but not limited to: the identity of the reporter and his/her relationship to the victim/alleged perpetrator; the ages of the parties involved; the detail, content, and context of the report; whether 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.

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

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

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

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

Victim Protection Strategies

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

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

Prevention Programs & Professional Development Activities

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

STUDENT ALCOHOL & OTHER DRUG USE/ABUSE

Philosophy

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

Prohibited Activities

It shall be against school policy for any student to:

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

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

Prohibited Substances

1. Alcohol, powdered alcohol, or any alcoholic beverage;
2. Any controlled substance or dangerous drug as defined by NDCC Sections 19-03.1-05 through 19-03.1-13 and 19-03.1-26 (paraphernalia) or as defined by Section 812, Schedules I-V, of Title 21, United States Code, Section 801, et seq., including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant or depressant, and all other illicit drugs;
3. Any glue, aerosol paint, or any other chemical substance used for inhalation;
4. Any prescription or non-prescription drug, medicine, vitamin or other chemical including, but not limited to aspirin, other pain relievers, stimulants, diet pills, multiple or other type vitamins, pep pills, "no-doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive remedies, depressants, sports or muscle-building supplements, and sleeping pills not administered and/or taken with appropriate consent and authorization from parents, school administration, and, if applicable, a health care provider.

The District has a separate policy dealing with tobacco use.

Reporting Violations

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

Violation

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

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

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

Intervention

It is acknowledged that the public school has neither the authority nor the responsibility to make medical or health determinations regarding chemical dependency; however, when observed behavior indicates that a problem exists that may affect the student's ability to learn or the educational climate of the school, the school has a right and a responsibility to refer the student for a formal chemical dependency diagnosis. The Superintendent shall develop a procedure for chemical dependency identification and referral for treatment.

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

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

The school will make a reasonable effort to cooperate with a therapy program if one is recommended for the student. The Board believes that if a student is involved in a chemical dependency program and is successfully addressing his/her harmful involvement with chemicals, s/he may continue in the regular school setting and continue to participate in any extracurricular program unless participation is in conflict with rules and regulations set forth by the Board and the North Dakota High School Activities Association and/or the student has been suspended or expelled as a result of a district policy violation.

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

Confidentiality

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

Education

The District will teach about drugs and alcohol in an age appropriate developmentally based education and prevention program in every grade in accordance with law. This program will include information about drug and alcohol counseling and rehabilitation programs available to the students.

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

Policy Implementation

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

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

NONDISCRIMINATION & ANTI – HARASSMENT POLICY

GENERAL PROHIBITIONS

The Hazen Public 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 and/or employee's race, color, religion, gender, national origin, ancestry disability, age, or other class protected by law.

It will be a violation of this policy or any district student or employee to harass or discriminate against another district student or employee sexually or based on any other class protected by law. The District will not tolerate harassment or discrimination 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 person affiliated with a person 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 harassment or discrimination complaint and act on findings as appropriate, which may include disciplinary measures such as, but not limited to, 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.

DEFINITIONS

- Disability is defined in accordance with NDCC14-02.4-02 (5).
- Discrimination is defined in accordance with NDCC 14-02.4-02 (6).
- Employee is defined in accordance with NDCC 14-02.4-02 (7).
- Harassment is any physical or verbal conduct related to an individual's race, color, religion, gender, national origin, age, disability, or other class protected by law that creates an intimidating, hostile, or offensive working or educational environment or is otherwise sufficiently serious to substantially or unreasonably limit an individual's employment or educational opportunities.
- Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct or communication of a sexual nature when 1 and/or 2 occur:
 1. It is quid pro quo, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment; of obtaining or retaining employment; of obtaining and education, advancement, or grade; or is used as a factor in decisions affecting an individual's employment or education.
 2. It creates a hostile environment meaning such conduct or communication that has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating an intimidating, hostile, or offensive employment or education environment.
- Sexual harassment examples may include, but are not limited to:
 - Sexual or "dirty" jokes;
 - Sexual advances;
 - Pressure for sexual favors;
 - Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - Displaying or distributing of sexually explicit drawings, pictures, and written materials;
 - Graffiti of a sexual nature;
 - Sexual gestures;
 - Touching oneself sexually or talking about one's sexual activity in front of others;
 - Spreading rumors about or rating other's sexual activity or performance;
 - Remarks about a person's sexual orientation.

TOBACCO-FREE SCHOOLS & WORKPLACES

RATIONAL FOR REGULATING POSSESSION AND USE

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

1. Reduce the high incidence of tobacco use in North Dakota.
2. Protect the health and safety of all students, employees, and general public.
3. Set a non-tobacco use example by adults.
4. Assist in complying with smoking restrictions in state and federal law (NDCC23-12-10 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 school board of Hazen Public School establishes the following tobacco-free policy.

USE AND POSSESSION PROHIBITIONS

1. Students: Possession and/or use of tobacco products by students on school property is prohibited at all times.
2. 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.

3. 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 full policy can be found under descriptor code ABBA of school policy on the school website.

EMERGENCY CLOSINGS

The Board authorizes the Superintendent to delay the openings of, dismiss early, or close district schools in the event of hazardous weather, an epidemic, or other emergencies that threaten the health and/or safety of students and employees. The Superintendent's rationale for exercising this authority shall not be arbitrary, capricious, or based merely on convenience.

The Superintendent shall, at a minimum, consider the following factors when exercising his/her authority under this policy:

1. Actual occurrence or imminent possibility of any emergency condition that would make operation of school difficult or dangerous.
2. Ability of students and staff to safely report to school. The Superintendent may consider items such as, but not limited to weather and road conditions.
3. Whether conditions pose a threat to one or all district schools. If conditions only affect certain schools, only the affected schools shall be closed.

The Superintendent may consult traffic, weather, law enforcement authorities, and administrators from neighboring districts when weighing the above factors.

All storm announcements relating to the Hazen School will be sent out on Blackboard Connect and posted on the school web site at www.hazen.k12.nd.us. Please provide correct home and cell numbers along with your correct e-mail address to either the elementary, junior high, or high school office.

ATTENDANCE & ABSENCES

North Dakota law contains compulsory attendance requirements for students ages seven through sixteen. In order to comply with and enforce these requirements, the Board establishes the following attendance policy.

SECTION I: DEFINITIONS

- A. 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, teacher or school administrator.

- Unexcused absence is any absence not supported by the verbal or written excuse required for an excused absence.
- A. For the purpose of imposing sanctions under Section III of this policy as authorized by NDCC 15.1-20-02.1 (3):
- Approved absence is an absence that the District believes is necessary and/or unavoidable and has received administrative approval. Necessary and/or unavoidable absences may be caused by illness, injury, family emergency, religious observance or instruction, participation in a school related activity, court appearance when subpoenaed or other reasons deemed necessary by the principal. Students granted approved absences shall not be subject to the consequences contained in Section III of this policy.
 - Unapproved absence is defined as an absence that does not meet the above criteria for approved absences. If a student is absent for an unapproved reason, the parent/guardian shall still be responsible for calling the principal's office to explain the absence, and the student will be subject to the consequences contained in Section III of this policy.

SECTION II: DOCUMENTATION REQUIREMENTS

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

1. Medical documentation from an appropriate licensed healthcare provider;
2. A copy of a court summons or subpoena;
3. An obituary for funeral leave;
4. A request for an absence due to a curricular or extracurricular event submitted by the student's teacher, coach, or extracurricular advisor.

SECTION III: ACCUMULATED UNAPPROVED ABSENCE

The Board recognizes regular attendance as necessary to ensure continuity in the educational process. Classroom learning experiences are a meaningful and essential part of any educational system. Time lost from class is irretrievable, particularly a student's opportunity for interaction and exchange of ideas with teachers. The absent student loses the benefits of lectures, discussions, and participation with other students. This school district, therefore, considers encouragement of consistent attendance a major responsibility of parents/guardians. Each building principal is encouraged to develop procedures for both parents and school officials to report and stay informed about student absences and makeup work procedures.

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.

LIBRARY DAMAGED BOOKS

Hazen Public School libraries have a policy concerning lost/damaged books. When books are lost or damaged, the borrower is charged the replacement cost of the book, plus a processing fee. If a lost book is found, the processing fee will not be refunded, but the replacement fee will be. The processing fee is \$5.00 or half the cost of the book, whichever is less.

SUMMARY NOTE TO STUDENTS

Your cooperation will be greatly appreciated during the school year. You will not be asked to do anything that is unreasonable, but you will be asked to perform to the best of your ability and to display your best behavior. We have an excellent facility in good condition, and we ask you to take pride in the school and school grounds and help us keep our facilities nice for many years to come.

Please feel free to ask your teacher or principal any questions you may have in regard to this handbook.

Hazen Elementary House System

1. The Hazen Elementary House System is a way for us to promote our safe, respectful, and responsible skills along with what we are teaching in Second Step to reinforce character, school spirit, and a positive culture. All students will be sorted into a house, and students in grades 3-5 will participate in the House meetings, activities at the assemblies and for the reward at the end of the year.
2. The House System is intended only as an uplifting system. Sportsmanship and respect towards other teams will be our goal. There will be competition embedded in this program, and understanding how to graciously win and lose will be a core part of our work.
3. Students will be sorted into houses randomly. We will start with color teams (green, red, orange, and white *see names below). Grades 3-5 will have a monthly meeting (near or on the assembly day) with a theme/assignment that will be part of the meetings. Staff will also be sorted into houses. Staff will lead/facilitate during the meetings.
4. House points will be awarded fairly for things that are going above and beyond what students are “expected to do”. Points will never be taken away from a house. We will all be responsible for using the shared document on OneDrive to add house points for all students we see that are deserving of them. All students in grade K-5 will participate in House points.

*Grades 3-5 students’ names will be listed under their house in the OneDrive spreadsheet, and all K-2 will go under one category that will be added each time a point is earned. Recognition tickets will be linked to a house point.

5. There will be activities for grades 3-5 teams at assemblies that can earn their house points. Each month the house with the most points will earn a reward, and the house at the end of the year with the most points will earn a secret trip.

Orange- Aurantiaco “Ar an tee ah co”
White- Album “Al boom”

Red-Rubrum “Roo broom”
Green- Viridi “Veer dee”

COMMUNICABLE DISEASE INFORMATION

<u>Disease</u>	<u>Restriction from School Attendance</u>
Chicken Pox	Exclude from school for 7 days from appearance of rash and all crusts dry.
German measles	Rash gone. Temperature normal.
Infection Hepatitis	First week of illness and until physician advises return to school.
Measles (Rubella)	Exclude for minimum of five days from appearance of rash.
Mumps	When swelling subsides completely and temperature is normal.
Pertussis (Whooping Cough)	On Erythromycin therapy for 5 days and temperature normal.
Strep Throat (If associated with is called Scarlet Fever.)	Return 24 hours after the start of rash, if medical treatment and temperature is normal.
Pink Eye (Conjunctivitis)	No exclusion is recommended from school or work settings unless an outbreak occurs and exclusion may be necessary until seen by a physician
Impetigo	Exclude until lesions are under medical treatment and are dry.
Head Lice (Pediculosis)	No exclusion is recommended from school, but students should be treated as soon as possible after diagnosis.
Ring Worm of the Scalp	Exclude until treated by a physician.
Scabies	Exclude until treated by a physician.
Fifth's Disease (Slap Cheek)	Exclude until rash has begun to fade and temperature is normal.

****The Hazen School will defer to any policy in place that is included in the North Dakota Health and Human Services Child Care and School Infectious Disease Exclusion Guidelines***

Hazen Elementary School

Student Handbook

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4	Lunchroom
43	Map of School
22	Medication Administration
6	Music
6	New Student
33	Nondiscrimination & Anti-Harassment
2	Notification of Title VI, Title IX, Section 504
14	Oliver Mercer Special Education
19	Open Enrollment
6	Parent-Teacher Conferences
9	Parties
7	Physical Education Footwear
8	Recess

2	Release of School Records to Non-Custodial Parent
5	Report Cards
9	Retention of Grade
4	School Hours
9	School Property
14	Summary of Parent/Guardian Rights
17	Sexual Harassment
7	Snow Boots
9	Storm Policy
8	Student Dress
18	Student Evaluation and Use of Test Scores
5	Students' Health
22	Surveys
8	Telephone Calls
7	Textbooks
22	Title 1 Parent Participation
34	Tobacco-Free-Schools & Workplace
5	Visitors (Parents)
6	Visitors (Students)
22	Wellness Policy
8	Withdrawal/Transfer