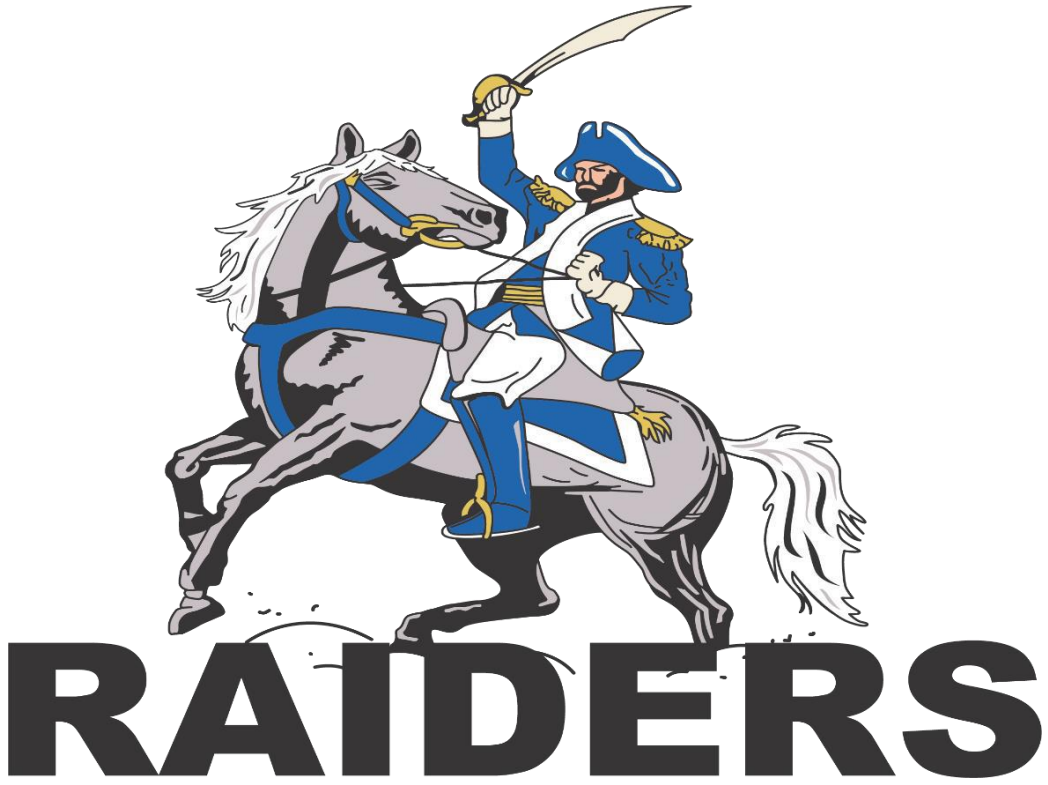
CERTIFIED EMPLOYEE MANUAL

RICHARDTON-TAYLOR PUBLIC SCHOOL DISTRICT #34
320 Raider Road
Richardton, North Dakota 58652
701-974-2111

www.richardtontaylor.k12.nd.us



The Richardton-Taylor Public School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Title IX and Section 504 - Mrs. Sarah Scott-Singer, Counselor, 320 Raider Road, Richardton ND 58652, 701-974-2111, sarah.scottsinger@k12.nd.us. Additional information may be obtained from the US Department of Education, Office for Civil Rights, 500 W. Madison St., Suite 140, Chicago, IL 60661

ACC-Non Discrimination and Anti-Harassment

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RICHARDTON-TAYLOR PUBLIC SCHOOL DISTRICT #34

Mission Statement
To prepare and empower students for the future.

Vision and Value Statements
Every student will graduate college, career, military, and life ready. The Richardton-Taylor Public School District is committed to developing the following beliefs (values) concerning education to formulate district goals and objectives and to establish programs that are designed to meet these goals and objectives within the legal framework of state and federal law.

We as a school district will develop:

- Teamwork, Integrity, Growth, Accountability, and Honesty.
- Critical Thinking, Communication, Collaboration, and Creativity.
- Academic, Social, Emotional, and Life Skills.
- Parent and community partnerships to achieve the mission and vision of the district.
- Data-driven decisions for continuous improvement.

Functions of This Manual
This manual is an outline of the basic personnel policies, practices, and procedures of the Richardton-Taylor Public School District and addresses terms of employment for all employees that are not covered by the teacher or administrative benefit packages. It contains general statements of school district policy, and it should not be read as including the fine details of each policy, nor as forming an express or implied contract or promise that the policies discussed in it will be applied in all cases, nor is it to be interpreted to alter, amend, or extend any of the terms of any written contract of employment existing between the employee and the district.

This manual does **not** constitute a contractual agreement between the employees and the Richardton-Taylor Public School District. It is meant for informational purposes to understand possible working conditions and relationships.

Attendance/Students
A student who enrolls in school is expected to devote his/her time and energy toward school. Regularity and promptness are necessary to facilitate the exchange of ideas with the teacher and ensure continuity in the educational process. Classroom learning experiences are a meaningful and essential part of any educational system. The absent student loses the benefits of lectures, labs, discussions, and participation with other students. Irregular attendance becomes habit forming and may cause difficulties with decision making after high school.

If a student is going to be absent from school on any day, the parent/guardian should call the school office between 8:00 AM and 8:20 AM to report the absence. If no call is received, the secretary will call the home to verify the absence. If unable to contact the parents/guardian, we will record the student as unexcused for that day. When students have prior knowledge of an absence, such as prearranged appointments, family business, school trips, etc., it is the student's responsibility to obtain and record assignments in his/her agenda from each teacher.

Students in grades kindergarten through six whose poor attendance has caused a notable deficiency in learning may be retained at their present grade level if, in the judgment of the building principal, such action is advantageous to the student. This decision is made after consultation with the teacher(s) and the parent(s) during the last month of the school year.

Absences and Makeup Work

When students are absent from school, they have two days to tum in makeup work for one day missed. If more than one day is missed, the student will have one more day than the total number of days missed to hand the work in. Example: A student who missed four days has five days to complete makeup work. Due to the various reasons for absence from school, no hard and fast rules will cover all situations. Therefore, it is recommended that the above stated policy be explained to students, but that teachers may be as flexible as needed for their own classes. It is the responsibility of the teacher to be reasonable with demands for makeup work.

Tests missed during an absence should be given the same consideration as makeup work. Failure on the part of the student to conform to this procedure will carry the same penalty as an unexcused absence.

Students in the schools of North Dakota are required by law to remain in school between the ages of 6 and 16. All students are urged to give serious thought and effort toward completion of senior high school. Each year education becomes more necessary for success.

Absences and Extracurricular Eligibility

Students participating in extracurricular events, practices or rehearsals must be in school all day if they wish to be involved in any extracurricular activity on that day or evening. Students who cannot attend school on the day of an extracurricular activity may be exempt from this rule only if they have received prior permission from administration.

This ruling will cover all extracurricular participants involved in any capacity with an extracurricular program.

Attendance for Teachers

Teachers shall observe a daily schedule which provides for the allotted amount of instruction in accordance with the North Dakota Century Code. The basic school schedule requires that the teacher report for work Monday-Thursday at 8:00 AM to 3:30 PM. Fridays teachers are to be at school by 7:45 AM to 3:15 PM. It is understood that at times staff need to leave early, the school administrator must be informed of such needs.

Building and Classroom Care and Cleanliness

Each teacher is responsible for the general appearance of his/her room. Care must be taken to ensure that:

- All paper, pencils, etc. are to be picked up at the end of the day. Pupils should not store books on the floor or sit on them at their desks.
- Remind students that everything should be removed from the tops of their desks at the end of each day. Nothing should be left on the floor or around the desk at the end of the day. Also, make students responsible for their coats, caps, gym shoes, and mud boots/snow boots. Please have students always wear shoes. Pupils are not to wear

muddy shoes in the school, so they need to change into other shoes. If a dirt mess is left at their desk, the pupil shall clean it up.

- Teachers should close all windows, tum off all lights and lock the classroom door when leaving the room at the end of the day.
- If the building is used after hours, be sure to check the outside doors to be sure they are locked when you leave.
- Please use discretion about taping materials to the walls, chalkboards, lights, and woodwork. Please try not to tape materials to the windows.
- Report any deficiencies in operation of equipment to the office.

Bullying Policy - ACEA

Definitions

For the purposes of this policy:

- *Bullying* is defined as conduct prescribed in NDCC 15.1-19-17. The superintendent should place this definition, in its entirety, in student and staff handbooks and should develop guidelines to assist students and staff with identifying this conduct.
- *Protected classes* are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following classes are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status regarding marriage or public assistance.
- *School property* or the term *on-campus* refers to all property owned, leased, or contracted by the district, including school buses, other vehicles, and/or any school district sponsored or school-sanctioned activity.
- *School-sanctioned activity* is defined as an activity that:
  a. Is not part of the district's curricular or extracurricular program; and
  b. Is established by a sponsor to serve in the absence of a district program; and
  c. Receives district support in multiple ways (i.e., not school facility use alone); and
  d. Sponsors of the activity have agreed to comply with this policy; and
  e. The district has officially recognized through board action as a school-sanctioned activity.
- *School-sponsored activity* is an activity that the district has approved through policy or other board action for inclusion in the district's extracurricular program and is controlled and funded primarily by the district.
- *School staff* include all employees of the Richardton-Taylor Public School District, school volunteers, and sponsors of school-sanctioned activities.
- *True threat* is a statement that, considering 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 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 school 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 by completing a written complaint form found on the Richardton-Taylor homepage and returning it to the RTHS or TRE office in a sealed envelope. Please make sure the envelope is addressed to RTHS or TRE.

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 and his or 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 (Building Principal, Superintendent) are required to investigate violations of this policy (as prescribed under "Prohibitions"), when in receipt of actual notice of an alleged violation. Actual notice of an alleged violation occurs when alleged bullying, reprisal, retaliation, or false reporting is reported using the applicable method(s) prescribed in the reporting section of this policy.

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

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

Disciplinary & Corrective Measures

Students that the district has found to have violated this policy shall be subject to disciplinary consequences and/or corrective measures. When determining the appropriate response to violations of this policy, administration shall consider 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 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 *(example: 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 Richardton-Taylor Public School District shall develop and implement bullying prevention programs for all students and staff.

Complementary Documents

- AAC-BR, Discrimination & Harassment Grievance Procedure
- AAC-E, Filing a State or Federal Discrimination & Harassment Complaint
- ACEA-El, Bullying Policy Adoption & Dissemination Checklist
- ACEA-E2, Bullying Reporting Guidelines
- ACEA-E3, Student Reporting Form
- ACEA-E4, Staff Reporting Form
- FF, Student Conduct

Bullying Reporting Guidelines - ACEA-E2

The following are signs that may indicate that a student has become a victim of prohibited behavior contained in the district's bullying policy. The examples serve as guidelines only and in no way encompass all indicators that a student has become a victim of bullying. Students with knowledge/ reasonable suspicion of any conduct indicating a violation of the bullying policy should report it in accordance with the procedure in the bullying policy, and school staff with knowledge/reasonable suspicion of such conduct shall report it in accordance with the procedure in the bullying policy.

Reporting Guidelines

Students should file a report under the bullying policy and staff shall file such a report when there is:

1. Any report by a student that s/he is concerned about his/her safety because of intimidation, hostility, or actions by a student or staff member. Such students often avoid certain locations in the school to limit contact with a bully (e.g., locker rooms, restrooms, parking lots).
2. Any report by a student that his/her property has been damaged, ors/he is concerned that his/her property will be damaged because of intimidation, hostility, or actions by a student or staff member.
3. Any indication that a student is being deprived of educational opportunities (e.g., grades rapidly decline, a pattern of absenteeism, avoids certain locations in the school.)
4. Any indication of verbal, nonverbal, physical aggression, intimidation, or hostility based on a protected class, i.e., race, color, religion, sex, national origin, age, disability (physical or mental), or status regarding marriage or public assistance.
5 A student has filed a report under the bullying policy or participated as a witness in a bullying investigation and has since become the subject of verbal, nonverbal, or physical aggression or hostility by other students or staff.

Staff Bullying Report Form - See attachment

Student Bullying Report Form - See attachment

Carrying Weapons Policy - FHCG

The Richardton-Taylor Public School Board determines that possession and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel.

No student will knowingly possess, handle, carry, or transmit any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle, or at any school sponsored activity. Such weapons include but are not limited to any knife, razor, ice pick, explosive smoke bomb, incendiary device, gun *(including pellet gun),* slingshot, bludgeon, brass

knuckles or artificial knuckles of any kind, or any object that can reasonably be considered a weapon or dangerous instrument.

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

Bringing a firearm, as defined in 18 U.S.C. 921, to school will require that proceedings for the expulsion of the student involved for a minimum of one year be initiated immediately by the principal. The superintendent may recommend a modification of the expulsion on a case-by-case basis. The modification shall be based on the circumstances revealed in the investigation into the incident conducted by the superintendent or other person designated by the

Superintendent to conduct the investigation. **(Alternate education may be provided for students who are expelled under this section.)** The principal or superintendent will notify law enforcement. A student who is defined as having a disability under the Individuals with Disabilities Education Act may be placed in an alternative educational setting for up to 45 calendar days, during which time a determination will be made as to whether bringing the firearm to school was a manifestation of the student's disability. Discipline and placement of the student will be in accordance with the Individuals with Disabilities Education Act.
Other violation of this policy will require that proceedings for the suspension and/or expulsion until the end of the current school term be initiated immediately by the principal.

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

Carrying Weapons -EXCEPTION - Hunter Safety Course
For hunter safety instruction to be taught at Taylor-Richardton Elementary School, the policy on carrying weapons would not apply for the purposes of allowing a certificated hunter safety instructor to bring weapons and to handle them as part of the class instruction. Students may not bring weapons to hunter safety class but may handle weapons during instruction as directed by the instructor. Weapons may only be brought to class by the instructor and may not be left or stored at the school.

The liability and responsibility of the safe handling and transporting of weapons lies with the instructor. A hold-harmless agreement shall be signed by the instructor and class members and filed with the school.

Chain of Command
Complaints and grievances about instructional personnel including extracurricular directors and coaches shall be handled and resolved, whenever possible, as close to their origin as possible.

The board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1) Teacher; 2) Principal; 3) Superintendent; 4) School Board

Any complaint about school personnel will be investigated by the administration after a formal written complaint is received. Further action may be required after the investigation is completed.

Child Abuse or Neglect

North Dakota law mandates that teachers, counselors, and administrators report suspected cases of abuse or neglect relative to a child coming before them while in their official capacity. (NDCC 50-25.1-11) It shall be the policy of the Richardton-Taylor Public School District #34 that all employees cooperate in fulfillment of the Child Abuse and Neglect Reporting Act.

It is recommended that prior to the report being submitted to Stark County Social Services, consultation take place between the school principal and teacher. The individual shall then notify the Stark County Social Services as soon as possible. If the report is oral, it should be followed by a written report within 48 hours.

Forms for the written report, SFN 960, may be obtained at the office or at Stark County Social Services. Written reports should be signed by a teacher or observer. To protect the child, it is recommended that any contact with the parent or guardian should originate through Stark County Social Services. In some cases of neglect, the principal or superintendent may wish to discuss the circumstances with the parents to remedy the situation. If the neglect problem cannot be alleviated, a formal report should be filed.

In an emergency, the protection of the child from further harm is most important. In critical situations, law enforcement officials may be called before a written report.

Classroom and Teacher Preparation

1. Attire

   Employees are expected to maintain a professional appearance that reflects their role, responsibilities, and the school environment. Clothing should be neat, clean, appropriate for the employee's position, and suitable for working with students, families, colleagues, and the public.

   The school is a professional workplace, and employee attire should reflect that setting rather than clothing typically worn for exercise, lounging, or other casual activities. Comfort is important, but it should be balanced with the professional appearance expected when working in a school.

   For teachers and other professional staff, appropriate attire may include jeans, in good condition without tears or rips, slacks, khakis, dresses, skirts, and other clothing appropriate for a professional school setting. Tops should present a professional appearance.

   When a T-shirt is worn, staff are encouraged to choose one with a school logo, school-related design, or other school-appropriate message. Other T-shirts may be appropriate when they are worn in a way that maintains a professional appearance.

   Leggings may be worn when paired with clothing that provides appropriate coverage and maintains a professional appearance. When wearing leggings, the buttocks should be covered by a dress, tunic, long shirt, or similar professional top designed to provide appropriate coverage. A sweatshirt alone does not meet this expectation.

Support staff should follow the same general standard while dressing appropriately for the duties of their position. Employees whose work requires more functional clothing, including custodial, maintenance, and cleaning staff, may wear attire suited to the physical and safety needs of their work.

The District recognizes that appropriate dress may vary based on an employee's duties, school activities, special events, weather, and other circumstances. Employees are expected to use good judgment and select clothing that supports a positive professional school environment.

Supervisors may address attire that does not meet these expectations with the employee and provide guidance when needed.

2. Student Supervision
   All faculty are to be in the building Monday-Thursday at 8:00 AM and in their classroom by 8:20 AM. Friday faculty are to be in the building by 7:45 AM for PLCs.
   Teachers shall supervise their students in the hallway as they move from class to class. Teachers are also asked to periodically check bathrooms when you are in the vicinity.
3. Assemblies
   All faculty are required to attend the assemblies unless the administration has advised that attendance is optional. There is a need to help students develop acceptable behavior when attending programs in the gym. Classroom teachers are asked to sit with their class and the remainder of the staff should mix with the students. Making noise with their feet, making remarks to the presenters, or talking during the performance is unacceptable behavior. These violations will be treated as regular classroom disruptions.
4. Classroom Management Plan
   Each classroom teacher and students are to create a list of classroom rules and consequences at the beginning of the school year and post them on the wall in the classroom. This plan should include the desired behaviors and consequences. Each teacher is encouraged to develop positive reinforcement techniques for students or classeswho have diligently met all teacher and class expectations.
5. Weekly Lesson Plans
   Each teacher is to provide the school principal with weekly lesson plans online through Planbook.com prior to classes on Monday morning.
6. Staff Leave
   When staff members are to be gone, they are responsible for contacting a sub and making plans with that sub for the classroom. Once arrangements have been made, a leave request sheet should be submitted through Weblink for approval.
7. Teacher Lesson Plans for Substitute Teachers
   It is very difficult for a substitute teacher when there are no prepared lessons for the day. If a teacher has prior knowledge that he or she is going to be missing from school, prepared materials should be available.
   Teachers are strongly encouraged to have a couple "contingency plans" available for emergency situations. Such plans can be standby lessons relevant to the course but not necessarily part of the day's or week's lesson plan. Such plans can be left somewhere accessible to the administration for delivery to a substitute teacher in an emergency. However, teachers are expected to provide substitute teachers with materials and instructions that will allow him/her to conduct class as adequately as possible.

8. Correcting of Work and Assignments:
   It is expected that teachers will correct all work assigned to students in some manner. They may be done by the teacher or by the student him/herself as it is covered in class. If work is checked by the child, the teacher should recheck the marks before taking the grade. No student's work will be checked by other students. Grades should not be called for from pupils with pupils reporting them orally to the teacher.

Code of Conduct

All staff members have a responsibility to make themselves familiar with, and abide by, the laws of the state as these affect their work, the policies of the Board, and the regulations designed to implement them. Since the realization of district goals is dependent upon the professional behavior of all staff, the following specific responsibilities will be required:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration.
3. Diligence in submitting required reports at the time and in the manner specified by the law and the district policies and practices.
4. Care and protection of school property.
5. Concern and attention for their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are always under proper supervision.

Communicable Disease/Significant Infectious Disease Policy - FCAAA

Significant infectious diseases shall be defined by the Southwest District Health Unit Board of Health. This policy is initially designed to include Hepatitis B, Cytomegalovirus (CVM), and infection with Human T-Lymphotropic Virus Type III (HTLV-III) the virus which causes Acquired Immune Deficiency Syndrome (AIDS). The National Center for Disease Control (Atlanta, Georgia) shall be the definitive authority on the identification and transmission of significant infectious diseases.The determination of whether an infected student shall be permitted to attend classes or participate in school activities with other students shall be made on a case-by-case basis by a team consisting of the superintendent or designee, the local health officer, and the child's physician. The team shall make its determination by majority vote.

A final disposition of the committee is appealable by any interested party to the Southwest District Health Unit Board of Health.

A change observed in the student's condition might require reassessment. Any member of the Significant Infectious Disease Committee may call for a meeting of the committee to determine whether a student should attend school. At the time of such meeting, the committee may exercise one of the following alternatives:

a. Utilize existing information to decide whether the person should attend school.
b. Request further information with which to decide; such information may include a physical examination.
c. Decide regarding temporary suspension of the student until such time as information can be gathered and a decision reached.

If an infected student in grades PK-3 is not permitted to attend school, the school district shall make a reasonable effort to provide the student with an alternative program.

The identity of an infected student shall not be publicly revealed.

Conduct of Students - Morning and Noon Recesses

Students are not to leave the school grounds at any time during the school day without a telephone call or a written note from the parents which is to be approved by the office. Students should be encouraged to go out for all recesses whenever the weather and their health permits.

As pupils arrive in the morning they stay on the south playground until the bell rings unless they eat breakfast. Students shall request permission from the supervisor to go into the school during recess time.

Pupils will be expected to quietly enter the building and walk to the classroom as directed by their teacher or supervisor. When the playground is muddy, please try to keep the students from playing in those areas. Students will be encouraged to wear proper footwear for the weather conditions. Students are to wipe off their shoes and take off their mud boots/snow boots and caps at the door when they enter the building.

Students who stay inside during recess are not to be moving from room to room and are not to be in the hallway. At noon, pupils staying in will stay in their classrooms and be supervised by the teacher or the staff that member that they are staying inside for.

Parents' excuses to stay in during recess time for varying reasons will be always honored. If this becomes repetitive, the parents will be contacted via the office.

Classroom teachers are to be at the student entrances as students come in from morning and noon recesses. Grades in the southeast wing will use the south entrance and grades in the northwest wing will use the west entrance.

There is to be no running inside the building at any time.

Conferences

Parent-Teacher Conferences are scheduled during or at the end of the first and the third grading periods. Other conferences can be scheduled by contacting the teacher first and then the principal if necessary.

Parents are encouraged to consult with the teacher first and then the principal, if necessary, regarding their child/ren. Suggestions from parents or students that may improve the functioning of the school are welcomed. We may not be able to act on all suggestions, but we will at least listen to you and consider the suggestions.

Contagious Diseases/Head Lice

If a child has contracted a contagious disease, the school should be notified as soon possible. An informational note should also be sent to school with the child on their return.

Administrative Regulation for Contagious Diseases/Head Lice

TRE will focus on the exclusion of active infestations of head lice. Teachers may request that a student be checked for lice by the parents/guardians, based on excessive head scratching,

"crawling" or "tickling" feeling in the hair and/or observation of suspected lice or eggs. Treatment should be considered only if active lice or viable eggs are observed.

If head lice are found, the school will follow the policy set forth by the Southwest District Health Unit. Parents/Guardians will be notified and asked to pick up their child as soon as they are able to do so. If they are not able to come and get their child immediately, the student will return to the classroom until parents/guardians arrive. Information on head lice and treatment will be provided to the parent/guardian when they pick up the child.

All parents/guardians will receive information about head lice diagnosis, treatment, and prevention throughout the school year.

Copyrighted Material

Copyright is the cornerstone upon which the publishing industry is founded. The board recognizes the need for vigilant protection of copyrighted material. However, the board also recognizes the judicial doctrine of fair use, as outlined in Public Law 94-553 (Copyright Act of 1976), which limits the exclusive right of copyright owners where the use of copyrighted materials is reasonable and not harmful to the rights of the copyright owner. Section 107 of P.L. 94-553 provides that "The fair use of a copyrighted work, including such use by reproduction in copies or photo records or by any other means specified by that section (106), for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright."
The administration shall formulate guidelines for the use of copyrighted material consistent with Public Law 94-553, including the guidelines established in 1981 and published in the October 14, 1981, Congressional Record (pages E4750 to 4752) concerning off-the-air taping of copyrighted audio-visual works incorporated in radio and television broadcasts.

Any proposed usage beyond the guidelines shall be reviewed by legal counsel. The administration shall further establish a procedure of seeking permission from copyright owners for use of their materials, including the possibility of royalty payments.

The detailed regulations governing the use of copyrighted materials will be maintained in the library media center of each school. It is the responsibility of each building principal to schedule an annual review of the copyright law at the school staff orientation. It is the responsibility of the library media specialist to keep school staff informed on the use of copyrighted materials.
Legal Ref: U.S. Code, Title XVII (P.L. 94-553)

Course Content and Material

The Taylor-Richardton Elementary School Curriculum and the North Dakota State Standards shall be used as the reference regarding the material to be covered. All textbooks adopted by the school district shall be the basic textbooks in all subjects. The teacher may supplement in many ways from other books. The deviation from the curriculum needs to be discussed with and approved by the school administrator.

The staff of TRE will follow the course requirements as established by the Department of Public Instruction Accreditation Standards.

(NDCC 15.1-22-11)

Kindergarten-Grade 3

Language Arts	Social Studies
Health	Physical Education
Mathematics	Science
Music	Art
Unallocated*	

*Unallocated time may be utilized for the following:

- Pupil/teacher planning and guided learning;
- The initiation or expansion of a subject area;
- The provision of elective offerings;
- The provision of pupil personnel services.

Daily and Monthly Announcements and Activities

Activities for each month will be published as soon as possible before the beginning of the month. Daily bulletins will be published each morning and be sent to each staff member online. It will also be posted on the bulletin board by the office. Any special announcements will be made via the intercom system as necessary.

Drug Use/Abuse - Students

The school has a clear responsibility to maintain an atmosphere which will promote a quality learning atmosphere. Because the use of drugs, tobacco, alcohol, vaping products, and other chemicals has become a major problem in our country and because the use and availability of these substances in schools interfere with the educational process, this policy is being adopted.

Education

This district will provide a grade appropriate educational program which will include teaching about drugs, alcohol, tobacco, vaping, and self-esteem in the curriculum. The educational program will also include providing information about referrals to counseling and/or treatment so that students may seek and get counseling on alcohol and drug matters at any time without fear of reprisal and with the assurance of confidentiality of counseling.

Prohibited Activities

It shall be against school policy for any student:

1. To sell, deliver, or give; or attempt to sell, deliver, or give, to any person any of the substances listed in the NDCC as a controlled substance or dangerous drug.
2. To possess, procure, purchase, or receive; or to attempt to possess, procure, purchase, or receive any of the substances listed in NDCC as a controlled substance dangerous drug.
3. To be under the influence of; or to use, consume, or attempt to use or consume the substances as listed in NDCC as controlled substances or dangerous drugs.

Violation

Violation of this policy may result in suspension. Repeated violations may result in expulsion. Prohibited substances will be confiscated and may be turned over to law enforcement authorities. The student may be referred to the SWDHU, parent or legal guardian.

Any student who is observed to be under the influence of a prohibited substance will be taken immediately to the administrator's office. The student's parents/guardians will be notified and

asked to pick up the student. If there appears to be immediate danger to other students, school personnel, and/or the student involved, the administrator may have the student removed from the school by school, medical or law enforcement personnel.

Intervention

We also recognize the responsibility to assist students in recognizing their own addiction. It is realized that the public school has neither the authority nor the responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or the educational climate of the school, the school has a right and a responsibility to refer the student for a formal chemical dependency diagnosis. This district then urges the facility members to be observant of student behaviors and to participate in a program of intervention.

The School Board believes that if a student is involved in a chemical dependency program and is successfully addressing his/her harmful involvement with chemicals he/she may continue in the regular school setting and functions unless that participation conflicts with other board policies and the NDHSAA.

A student can expect that any personal problem he/she discusses with an administrator, faculty member or other related personnel will be strictly confidential. There are four exceptions:

1. When a staff member learns of a condition which may adversely affect another student.
2. If a student is experiencing health problems because of use/abuse of prohibited substances and is unable or unwilling to seek help, then referral should be made.
3. If a staff member has reasonable cause to suspect child abuse, the staff member must report to the Department of Human Services.
4. If a staff member is called to testify in a judicial proceeding.

Equal Employment

It shall be the policy of the Richardton-Taylor School Board that the Richardton-Taylor Public School District does not discriminate based on race, sex, color, national origin, religion, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school district's compliance with the regulations or implementing Title IX and Section 504 is directed to contact Mrs. Sarah Scott-Singer, Counselor, 320 Raider Road, Richardton ND 58652, 701-974-2111, sarah.scottsinger@k12.nd.us.

Equipment and School Materials

We have a good supply of teaching aids and materials which are available to the teachers. It should be noted that any equipment in the school, purchased by the school, is for the use of ALL teachers, not just the room where some of the equipment or material may be located. If you find the need for materials or equipment that you cannot find, please check with the office. It will be located for you if the school has it available. The materials in the back room of the staff room are for teacher use within the classroom not to be handed out to the students for personal use.

The supplies ordered by the teachers in the spring will be given to them prior to school starting if the materials have been delivered.

Evaluations - Instructional Personnel

The board recognizes that the teaching process is an extremely complex one, and that the

appraisal of this process is a difficult and technical function. But because it is universally accepted that good teaching is the most important element in a sound educational program, teacher appraisal must be done.

Appraisal of teaching service should serve three purposes.

1. To raise the quality of instruction and educational services to the children of our district.
2. To aid the individual teacher to grow professionally.
3. To raise the standards of the teaching profession.

Therefore, the board charges the administration with developing, organizing and implementing a program for evaluating all professional personnel as one means to ensure quality control of instruction.

As mandated by North Dakota Century Code 15.1-15-01 and 15.1-15-04, a written performance review will be placed in the file of each teacher of Richardton-Taylor Public Schools by December 15 and April 15 of each school year for the first three years of employment: after three years, only one, completed by April 15 thereafter unless more are deemed necessary. The review will be completed by the principal using the methods of observation and discussion with the individual teachers to arrive at the written conclusions.

Field Trips

Field trips are encouraged when they can be of a benefit to the educational process. All field trips require administrative approval. Prior to a field trip the teacher must fill out and send home the parental information sheet and tum into the office a schedule of times and places to be visited on the field trip along with contact information.

Films

Films and videos for use as supplementary material can be obtained for use through the State Library or the Instructional Media Center. The catalogs for the available films/videos are located online. Use discretion when ordering as films cannot replace teachers.

Fire, Severe Weather, and Emergency Warnings and Drills

Fire drills, severe weather drills and lock down drills will be scheduled throughout the year. Each room must have posted evacuation plans for the fire and severe weather drills.

First Aid/Accidents

If an accident occurs within the school day or a student or other individual becomes suddenly ill, the responsibility of the school is to provide emergency care, notify parent/guardian and, in serious instances, call 911.

If a student becomes acutely ill or is seriously injured during school hours, the school will inform the parent/guardian, who will make the decision whether to pick up the child at the school or meet the child at the hospital. If the school is unable to reach the parents or if they choose to meet the child at the hospital, the child may be transported by school personnel or by ambulance at the discretion of the principal or his/her designee. If the school is unable to reach the parents, an attempt will be made to contact the child's emergency contact person or the child's personal physician as designated on the student's record.

Grading *(FERPA Guidelines)*

The administration at the Richardton-Taylor Public School District highly encourages our staff members to be aware of the privacy rights of students and Family Educational Rights and Privacy Act *(FERPA)* guidelines. Therefore, the following practices are discouraged:

1. Having students grade the work of their classmates and then announce their grade out loud so the teacher can place the grade in the grade book.
2. Posting or displaying graded assignments or papers of students.
3. Allowing students access to any graded papers, assignments, tests, etc. of other students.
4. Allowing students to distribute graded papers to classmates.

Report cards are generated, following completion of each nine-week quarter, by the Infinite Campus software currently used at Richardton-Taylor Public School District. Teachers will maintain an electronic grade book and export grades to the administrative program for each grading period.

Teachers are encouraged to communicate constantly with students and parents so that both are always aware of the status in any given class at any given time.

Beginning in the 2019-2020 school year, Taylor-Richardton will be using standards-based grading for our report card. The grading scale will be 4, 3, 2, 1 which are defined below:

Standards Grading:

4	Advanced Proficient
3	Proficient
2	Partially Proficient
1	Novice

To help one better understand what the numbers represent, here are explanations for the numbers:

4- I completely understand the concepts. I can teach them to others.
3-I understand the concepts well. I can work on them independently.
2-I have a basic understanding of the concepts, but I have some questions as I am working on them independently.
1-I am just starting to understand the concepts. I need more instruction and practice.

Pupils are evaluated scholastically by comparing their progress with specific curriculum standards. Grading represents the pupils' achievement which reflects their responsibility and effort applied in the various discipline areas.

Pupils are responsible for completing the assigned work at the appointed time. The grades will reflect any work that is late or missing. Parents are to be informed if incomplete work persists.

Late Papers:

Completed assigned work which is not available for class due to being left at home, lost, or for some other reason may be turned in the next school day if the teacher allows that, or the student may have to complete it sometime throughout the day.

Cheating or Work Poorly Done:

A 0 may be given for any cheating with make-up options available as provided by the teacher. Work poorly done may have to be redone by the pupil if required by the teacher.

Raising Grades in Assigned Work:

There are times when a teacher could allow extra credit for work to raise grades. Possible guidelines for this would be:

1. Providing extra assignments
2. Bonus points on assignments and tests
3. Credit for redoing an assignment
4. Credit for retaking a test

Collecting Grades:

It is permissible for a class to correct their work as a group in class with each student correcting their own paper as the teacher provides the correct answers. This is a good way of providing immediate feedback and follow-up to problems the pupils may be having. If grades are to be taken, the papers are to be collected and grades recorded for them. Pupils will not be subjected to having to orally give their grades to the teacher.

Retention and Promotion:

If a teacher feels it is necessary to retain a student because of his/her lack of academic progression, the teacher should notify the principal and the parents at least 4 weeks before the end of the year. Please refer to the School Board Policy handbook for guidelines on the retention of a student.

Guidance and Counseling Services - FEBA

The primary responsibility of the guidance and counseling program in the Richardton-Taylor Public School District is to assist each student regardless of race, creed, or social standing to obtain the self-understanding, the training, and the personal and social adjustment necessary for taking his/her place in a diverse, global society.

The counseling department in the Richardton-Taylor Public School District provides the following services: individual and group counseling, testing, career counseling, college placement, and referral for special services.

Counselors may meet students on a short term/per need basis to provide support in a variety of areas. Counselors are available to the teaching staff to teach classroom lessons which deal with issues of character and citizenship as well as to consult on individual students. Parent collaboration is a significant component of student success, and counselors encourage parents to use them as a sounding board or problem-solving resource.

Guidance and counseling services are available to ALL Richardton-Taylor Public School District students. If a student would like to talk to the counselor, s/he should decide with the counselor. All conferences between the counselor and the student are confidential.

Referrals may be made by teachers, parents, or through student self-referral. After a referral has been made, the counselor will see the student one time. An informed-consent form signed by the parent/guardian will be required before counseling services will be continued. In an emergency, the counselor will see students and parents/guardians will be contacted following the session.

Injury-Accident Report Form/First Aid/Accidents
If a student is injured, an Injury Report Form needs to be filled out and given to the principal. On the job staff injuries that may need medical attention need to be reported immediately to the principal and the business manager.

If an accident occurs within the school day, or a student or other individual becomes suddenly ill, the responsibility of the school is to provide emergency care, notify parent, guardian, or spouse and, in serious instances, call 911.

If a child becomes acutely ill or is seriously injured during school hours, the school will inform the parent/guardian, who will make the decision whether to pick up the child at the school or meet the child at the hospital. If the school is unable to reach the parents or if they choose to meet the child at the hospital, the child may be transported by school personnel or by ambulance at the discretion of the principal or his/her designee. If the school is unable to reach the parents, an attempt will be made to contact the child's emergency contact person or the child's personal physician as designated on the student's record.

Inventories
All teachers are required to maintain a current inventory of textbooks, materials, and equipment in their room, and it is to be updated at the end of each school year.

Leaving School During the Day (Teachers)
School hours for the teachers are Monday-Thursday 8:00 AM to 3:30 PM daily. Fridays 7:45 AM to 3:15 PM. All teachers are expected to be in the school building during this time. If you must leave early, please contact your principal.

Teachers are to be in their rooms by 8:20 AM to offer opportunity for students to visit with them. The teacher is responsible for the room according to law, whether in the room or not, in case of misconduct of students and any injury that might occur.

Library Philosophy
The School Board of Richardton-Taylor Public School District is committed to operating a school library that provides access to educational resources in a variety of formats to students, teachers, administrators, and staff. We will provide resources that show all sides of the issues, speak to a range of skill levels, and appeal to different tastes. We will strive to aid students, faculty, and staff in using resources for academic purposes and leisure time without being biased toward certain materials. We will provide services and equal access to all stakeholders.

Lost and found
All misplaced articles should be placed in the lost and found area by the southeast door. All articles of clothing, shoes, etc., will be picked up by the janitors and places in the lost and found area. Please help keep our school clean and neat.

Progress Reports
When a student is in academic difficulty and in danger of failing a class, the student's parents/guardian will be notified by the teacher immediately. At mid-term of each quarter, the teacher will reach out to the parents/guardians via a note, a phone call or text, or an email letting the parents/guardians know how the student is doing in school.

Requisition of Supplies and Materials

Requests for supplies and materials are to be made through Weblink. Hopefully, all needs for supplies and materials will be taken care of during the spring ordering. If there is a shortage of some material, please notify the office. Do not buy and charge to the school without prior approval from administration or you will be responsible for that charge. If you find that you are running short of a particular item, keep a list so that next year's orders can be adjusted accordingly. Please check with office personnel before removing supplies from office.

Rights as a Parent/Guardian: Summary

These safeguards are guaranteed to handicapped children and their families by Public Law 94-142, 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. The school has the right to go ahead with the individual testing if you do not answer any of the school's attempts to get permission for evaluation.
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 can 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 North Dakota 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
    e. Obtain written or electronic verbatim record of the hearing and obtain written finding 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 receiving special education and related services must receive a periodic reevaluation 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.

Sanitary Cleanup and Disposal

Hygienic procedures should be practiced by all school personnel when disposing of human excretions and secretions including blood, feces, semen, urine, and vomit since they may contain infectious agents capable of spreading disease.

The steps listed below should be followed in all such cleanup situations since carriers of infectious contagious diseases are often undetected. The procedures are not intended to replace basic commonsense principles of health or hygiene.

1. Wear disposable gloves when cleaning up blood. Gloves may be used for aesthetic reasons when cleaning up other spills. Individuals with non-intact skin (dermatitis, chapped hands, cuts, abrasions) should use gloves when handling all body fluids.
2. Sprinkle the spill with powdered, absorbent powder as soon as possible.
3. Wipe up the spill with disposable paper towels or rags or with a scoop and brush.
4. Clean the surface with a cleaning agent appropriate for the surface to be cleaned.
5. Spray the surface with a hospital grade disinfectant labeled "tuberculocidal".
6. If assisting a person with a bloody nose or wound, disposable gloves should be worn, and the blood should be removed with disposable paper towels, gauze, or rags. The exposed skin should be cleaned with an appropriate antiseptic and a leak-proof dressing applied if appropriate.
7. Scoops or implements to be reused should be washed and sprayed with disinfectant. After use, the cleaning materials, gloves, and soiled diapers should be secured in plastic bags and disposed of in a specifically designated sanitary disposal site.
8. When changing diapers, disposable gloves will be used. After use, the cleansing materials, gloves, and soiled diapers will be secured in plastic bags, tied, and disposed of in a sanitary disposal site.
9. Soiled clothing or personal items will be bagged and sent home with the child, not cleaned, or rinsed at school.
10. Using the following procedures, wash hands immediately after completing the cleaning and disinfecting process.
    a. Wet hands and apply antiseptic soap.
    b. Rub hands together vigorously for at least 15-30 seconds, paying particular attention to fingertips, nails, and jewelry.

Section 504

Section 504 is part of the Rehabilitation Act of 1973, which is a civil rights act that protects the rights of people with disabilities.

The law states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance; this includes all public schools. With passage of the Rehabilitation Act of 1973, Congress required that school districts make their programs and activities accessible as well as usable to all individuals with disabilities.

Section 504 falls under the management responsibility of the general, rather than special, education program. No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school.

Section 504 defines a person as disabled if he or she has (or is perceived to have) a mental or physical impairment which substantially limits one or more major life activities. This includes caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the

individual does not qualify for special accommodations under Section 504.

To determine eligibility for services, the students must be evaluated by a team of individuals who are familiar with the student and the results must be shared at a team meeting in which parents or caregivers are involved. If it is determined that a student has a disability under Section 504, the school must develop and implement the delivery of all needed services and/or accommodations.

Section 504 regulations require recipients of federal financial assistance to provide a free appropriate public education (FAPE) to each qualified person with a disability in the recipients jurisdiction designed to meet individual educational needs of persons with disabilities as adequately as the needs of non-disabled persons are met and based on adherence to the procedural requirements of the regulation (educational setting, evaluation, placement, and procedural safeguards).

Responsibilities of Student and Parents

Be involved in meetings; participate in identification of accommodations, and evaluations of what's working; learn of rights to access post-secondary programs; become knowledgeable about the disability and needs to succeed.

Responsibilities of School & School Personnel

Provide a free appropriate public education (FAPE); provide written assurance of nondiscrimination; provide grievance procedures to resolve complaints; annually identify and notify all qualified students with disabilities and parents of the district responsibilities under Section 504; provide accessible services or facilities; conduct a self-evaluation of policies, programs, and practices to make sure discrimination is not occurring.

Responsibilities of the 504 Coordinator

Assist the school in meeting 504 requirements and provide resources; create and support problem-solving teams in accommodating student needs.

Services Provided

Determined by group of persons knowledgeable about student; principal, classroom teacher (s), other educators, parent, and student. Services are to be documented in student file and reviewed periodically, modifications in academic requirements and expectations may be necessary to accommodate the needs of an individual student with disabilities and thereby enable him or her to participate in the general education program.

Accommodations

Accommodations are modifications made by the classroom teacher(s) and other school staff to help individual students benefit from their educational program. Examples of common accommodations include *(but not limited to):*

Adjust student seating; modify recess or physical education; provide study guides, organization tools; offer counseling; modify student's assignments and tests; provide a peer tutor/helper.

The U.S. Department of Education maintains regional civil rights offices to enforce Section 504 and other civil rights laws. All parents have the right to directly contact their regional Office for Civil Rights (OCR) if they believe their student is being discriminated against based upon disability. Most differences with schools, however, can be resolved before contacting the OCR.

Try to resolve the difference at the teacher or school level; set up a meeting to discuss any

concerns and include the schools 504 coordinator. If unsuccessful, ask the school or DPI for mediation. This is a free service for parents. A neutral individual will work with you and the school to help resolve your differences. If unsuccessful, request help from your Regional Civil Rights Office.

Sexual Harassment

Sexual harassment in the workplace is illegal. It is the Richardton-Taylor Public School District's continuing policy to provide employees a workplace free from any form of sexual harassment. Sexual harassment in any manner or form will not be tolerated by the district and is expressly prohibited.

Sickness of Students

Whenever a student becomes ill, please notify the office staff and they will contact the parents. The parent will decide what to do with his/her child and let the office staff know of his/her decision. The office staff will then let the classroom teacher know about the decision for the student.

Report any suspected skin infections, serious sickness, or anything contagious to the office.

Special Programs

Speech, learning disability and resource room staff will be available for supplementary work. These programs are set up to help students with acute disabilities. The special need teachers will be checking with each teacher in deciding which students need special help. They will try to schedule students so that the student is not missing core instruction. Please be flexible and adjust for all students that miss their regular classes.

Special Services

TRE offers a variety of special services to assist in the education of each individual child. Parents, teachers, administrators, and specialists meet to formulate educational plans that can best meet the needs of individual students. Services include *(but not limited to)* Title 1-school-wide; special education services available for students with disabilities; speech and language special services; and counseling.

Telephone

See Policy FFI PERSONAL ELECTRONIC COMMUNICATION DEVICES PROHIBITION DURING INSTRUCTIONAL TIME

Textbooks

All books used as textbooks are stamped with the school's name. It may be well to stress the care of textbooks at the beginning of the school year, and state that the student is responsible for the care of the book. Books lost or damaged due to careless handling will be paid for by the responsible student.

Textbooks should be checked out to the student by the book's number with a record kept. If duplicate books are issued for any reason, please try to keep a record of this also.

Title I District - School Parental Involvement Policy (Policy FDCAB)

Part 1 - District Expectations

Each school district must establish the district's expectations for parental involvement.

[Section 1118(a)(2), ESEA.]
The Richardton-Taylor Public School District agrees to implement the following:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement policy into its district plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

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

  (A) that parents play an integral role in assisting their child's learning;
  (BJ that parents are encouraged to be actively involved in their child's education at school;
  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  (D) the carrying out of other activities, such as those described in section I I 18 of the ESEA.
- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in North Dakota.

Part II - District/School Parental Involvement Policy Required Components

1. The Richardton-Taylor Public School District will take the following actions to involve parents in the joint development of its district/school parental involvement plan:
   * Have a fall meeting to inform parents about Title I and how to improve their child's performance.
   * Help parents understand state and local assessments during fall meetings, P-T conferences, and informational flyers
   * Inform parents of meetings and activities through phone calls, letters, and school newsletters
   * Involve parents in the planning/development of their child's instructional goals

* Hold parent classes in conjunction with the West Dakota Parent and Family Resource Center

2. The Richardton-Taylor Public School District will convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved,
*The annual meeting will be held in the fall, at Taylor-Richardton Elementary School.

3. The Richardton-Taylor Public School District will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;
*Parent-teacher conferences (Conferences are scheduled from 3:30-7:30, or a time that is convenient for the parents)
*If parents are unable to attend, phone conferences are conducted
*Teachers are available for conferences before or after school
*Annual parent meetings (held in the fall and spring)

4. The Richardton-Taylor Public School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
*Infinate Campus
*District Monthly Newsletter
*Parent-Teacher Conference Scheduling
*Renaissance Leaming
*Destiny (Library System)

5. The Richardton-Taylor Public School District will build the schools' and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following:
A. The school/district will, with the assistance of its Title I schools, aid parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title I
- how to monitor their child's progress and
- how to work with educators

Throughout the school year we hold meetings, provide informational flyers, schedule conferences, and send progress reports. Parents are also able to check their child's progress, assignments, and grades through PowerSchool.

The Richardton-Taylor Public School District will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child/children and respond to any such suggestions as soon as practically possible.
B. The school district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their child(s)

academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

*Parent Meetings
*Newsletters
*Brochures
*Family Day (during Reading Month)
*E-mail correspondence
*Offer technology classes
*Infinite Campus-check student's progress online
*Share Educational web sites

C. The school district will, with the assistance of its Title I school and parents, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

*Providing opportunities to attend reading, math, science, Title I and other educational conferences.
*Providing teacher in-service at the beginning of the year and providing professional development days throughout the year
*Parenting Pipeline and Building Readers (school mailings/newsletters)
*Share helpful web sites that will build skills
*Offering Parent Classes through Partners in Parenting

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

E. The school district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*Parent newsletters and brochures are parent friendly.
*Instructions and web sites are user friendly.

6. The Richardton-Taylor Public School District will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs such as: Headstart, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs

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

*The administration will conduct a parent survey in the spring. This is a way of evaluating the effectiveness of the Title I program.

*The school will hold an annual review in the spring to review the program and make revisions for the following school year. (Teachers, administrators, and parents' input is greatly valued.)

8. The Richardton-Taylor Public School District will take the following actions to involve parents in the process of school review and improvement:

*The administration will conduct a parent survey in the spring. This is a way of evaluating the effectiveness of the Title I program.

*The school will hold an annual review in the spring to review the program and make changes for the next school year. (Teachers, administrators, and parents' input is greatly valued.)

9. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Part III - Shared Responsibilities for High School Student Academic Achievement

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

*Parents

-see that my child attends school regularly and on time
-provide a home environment that encourages my child to learn
-insist that all homework assignments are completed
-communicate regularly with my child's teachers
-support the school in developing positive behaviors
-talk with my child about his/her school activities every day
-be consistent

*Teachers

-believe that each student can learn
-use a variety of teaching techniques, computers, etc.
-make learning a positive and meaningful experience
-provide an environment conducive to learning
-help each child grow to his/her potential
-enforce school and classroom rules fairly and consistently
-maintain open lines of communication with the student and his/her parents/guardians
-build self-esteem by helping each child find success

*Students

-always try to do my best in my work and behavior
-read each day
-be an active learner, explore, listen, think, do, question
-obey school rules
-have a positive attitude
-come prepared with my homework and supplies
-believe that I can and will learn
-be a lifelong learner

Part IV - Discretionary District/school Parental Involvement Policy Components

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

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- To maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.
    * Cover costs and mileage for parents interested in educational training or conferences
    * Parent Survey
    * Parents have access to school board minutes and the district budget.
    * Access to Department of Public Instruction's web site
    * Collaborate with West Dakota Parent and Family Resource Center to provide training and ideas on how to become more involved.
    * Collaboration with West River Special Services
    * Schedule P-T conferences in the evening, before and after school or at times that are convenient for parents.
    * Our student handbook provides information on how parents can become involved in school activities. (Example: Volunteering, PAWS-Parents Active with School)
    * PAWS is actively involved in the education of our school.
    * Collaboration with local organizations and businesses to enhance students' education (monthly reading sponsors, club advisors assist in providing educational presenters and field trips)

<u>Part V - Accessibility</u>

In carrying out the parental involvement requirements of this part, districts, and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and

parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

* Cover costs and mileage for parents interested in educational training or conferences
* Collaboration with West River Special Services

Part VI - Adoption

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

This policy was adopted by Richardton-Taylor School District on 5/23/06, revised March 2008, and will be in effect at the start of every school year. The school district will distribute this policy to all parents of participating Title I children on or before the first day of school.

Visitors

All persons visiting the Richardton-Taylor Public School District are requested to stop at the office sign-in and request information as to the status of the individual or individuals they are visiting. This will prevent class disruption for both teacher and students.

Year Closing (Classroom Structure)

All classrooms will remain on their regular academic schedule and avoid extracurricular games, parties, and activities until the final day of school. All classrooms will also remain intact until the final week of school (this includes all bulletin boards).

The following policies have been updated and available in the school office:

AAC	Nondiscrimination & Anti-Harassment Policy	AAC-BR	Discrimination & Harassment Grievance
AAC-	Filing a State or Federal Discrimination & Harassment Complaint	FEAA	Medication - Administering to Students
FFK	Suspension and Expulsion	FFK-BR	Suspension/Expulsion Regulations
FFK-El	Suggested Procedure for Conducting an Expulsion Hearing	FFK-E2	Suspension/Expulsion of Special Education Students
FHCE	Vandalism/Use of School Equipment and Material	FHCFA-T	Tobacco Use on School Property
KACA	Patron Complaints	KACB	Patron Complaints About Personnel
KACB-E	Patron Complaint Form - Personnel Complaint		

RECEIPT OF HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the Richardton-Taylor Public School District #34 Classified Employee Handbook dated: August 15, 2021. I understand that this employee handbook replaces all prior verbal and written communications regarding the Richardton-Taylor Public School District #34 working conditions, policies, procedures, appeal processes, and benefits.

I have read and understood the contents of this handbook and will act in accord with these policies and procedures as a condition of my employment with Richardton-Taylor Public School District #34. This signed acknowledgement will be placed in my employee file.

I have read and understood the Code of Conduct and General Work Habits expected by the Richardton-Taylor Public School District #34 and I agree to act in accord as a condition of my employment.

I understand that if I have questions or concerns at any time about the handbook, I will consult my immediate supervisor, my building Principal, the District Business Manager, or the Superintendent for clarification.

- I also acknowledge that the handbook contains an employment-at-will provision that states: either Richardton-Taylor Public School District #34 or I can terminate my employment relationship at any time, with or without cause, and with or without notice.
- That this employment-at-will relationship is in effect regardless of any other written statements or policies contained in this handbook.
- That no one except the Superintendent can enter any differing employment relationship, contract, or agreement. To be enforceable, any such out-of-the-ordinary relationship. contract or agreement must be in writing, signed by the Superintendent, and in the employee file.

Finally, I understand that the contents of this employee handbook are simply policies and guidelines, not a contract or implied contract with employees. The contents of the employee handbook may change at any time.

Please read this Handbook carefully to understand these conditions of employment before you sign this document.

_____

Employee Signature & Date

_____

Employee Name & Date *(Please Print)*