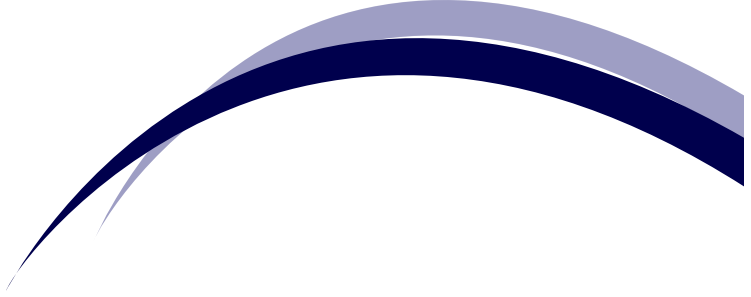


HANKINSON ELEMENTARY SCHOOL



2021-22 Parent-Student Handbook



**Empowering Success
Every Student
Every Opportunity
Every Day**

[www.https://hankinsonschool.weebly.com/](https://hankinsonschool.weebly.com/)



Hankinson Parent-Student Handbook

The mission of the Hankinson Public School System is to provide educational opportunities that will help all individuals function successfully in a global society.

INTRODUCTION

PHILOSOPHY

The philosophy of the Hankinson Public School is that all students have a right to the privilege of an education in order to achieve his/her greatest potential. Students should have an opportunity to develop to the fullest of his/her ability in clear and logical thought processes so that the students may take their full civic, intellectual and moral responsibilities in our democratic society.

The school has a responsibility to aid students in developing the intellectual and social activities, interest, and appreciations which will enable the school the best meet the students' needs. To this end, the school should make health and physical training available to help students in future leisure time activities.

It is believed that the teacher is one of the most important factors in the school. By behavior and attitude, philosophy on life, knowledge of skills, understanding and guidance, every teacher influences the development of social, mental and physical stimulation where the child may develop under wide leadership.

It is also believed that the education of students is the duty of the entire community. Only by close cooperation of the school, family, church, and all other community organizations, can the school give the students the well rounded education that is so necessary in the ever changing world. It is paramount that the student make a worthwhile contribution to this democratic society.

It order to make this philosophy a working reality, it is important that teachers, members of the Board of Education, and administration function in a stimulating atmosphere of professional advancement and that parents and students become a vital part of this cooperative effort.

GOALS

1. Students will apply concepts, generalizations, processes and strategies considered important to specific content areas.
2. Students will work in a cooperative/collaborative manner.
3. Students will regulate oneself in a variety of situations.
4. Students will communicate through a variety of products.
5. Students will gather information in a variety of ways.
6. Students will use complex thinking processes.

Hankinson Elementary School

415 1st Avenue South East

P.O. Box 220

Hankinson, ND 58041-0220

T: 701-242-7516

F: 701-242-7434

Administration



Chad Benson,
Superintendent



Anne Biewer
Elementary School Principal



NON-DISCRIMINATION POLICY

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal”

The Hankinson Public School District complies with the following laws and regulations in both employment practices and educational programs:

- Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et. seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
- Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal assistance.
- Title IX of the Educational Amendment of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance.
- The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
- All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The responsible school official for this non-discrimination policy is Chad Benson, Superintendent.

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DRESS CODE

Children are expected dress in proper school attire appropriate to weather conditions. It is the parent's responsibility to see to it that their children are clean and neat in appearance and dress appropriately for the weather conditions of North Dakota. Parents will be notified if their children are not properly dressed.

Please mark all outer garments, coats, caps, mittens, overshoes and other items that might get lost.

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

No caps or hats of any kind are to be worn in the school building – except on special occasions – during the normal school day 8:00 a.m. – 4:00 p.m.

Clothing that is suggestive, revealing or obscene is prohibited in school or at school functions.

Grades K—4 do not have to bring special clothes for physical education classes. Grades 5 & 6 do have to bring clothes for physical education classes. We do ask that they bring gym shoes for physical education. These shoes will be worn only for gym class and not be the same shoes as those worn for everyday use. The gym shoes should have basketball soles instead of running soles because the running soled shoes leave marks on the gym floor.

FOOD AND RERESHMENTS

No gum chewing will be allowed in the school unless approved by the teacher and provided students do not throw wrappers on the floor or dispose of used gum in an uncourteous manner. Pop and candy are not allowed in the classroom or on the playground, unless the instructor or aide is in agreement. Sunflower seeds are prohibited in the school building or on the playground.

DIVORCED/SEPARATED PARENTS

Parents who are divorced/separated and have children enrolled in the Hankinson school, should submit to the principal's office, a paper indicating who has custody, visiting rights, and who may receive information pertaining to the child's progress in school.

VISITOR POLICY

Students will NOT be able to bring visitors to school unless granted prior permission by the principal. This practice is not encouraged.

MORE BASIC THAN THE BASICS

You have probably heard educators talk a lot about the “Basics.” As parents, you teach your child basic skills that make academic learning possible.

Self-Confidence

Children who believe in their own worth are able to face challenges of school. They are not afraid to make an occasional mistake. By letting your children know that you have confidence in them, you are giving them the confidence that will help them have a successful school experience.

Discipline

Children whose parents have established clear and consistent rules for behavior at home have little difficulty in adjusting to the specific rules of school and classroom.

Good Nutrition

One important way to help your children in school is to make sure they eat a good breakfast. Kids who skip breakfast usually don't get any food energy until several hours later. Kids who eat a good breakfast often perform better in school than those who skip breakfast. A healthy diet for children includes lots of vegetables and fruits, breads and cereals, milk products and meat. Poultry or fish are appropriate substitutes.

Good Health

Good health involves more than an occasional trip to the doctor. In addition to a good diet, be sure your children get enough exercise during the day and adequate sleep at night. It is important to know if your child has a hearing or vision problem. These often affect the child's learning in school.

STUDENT'S CODE OF ETHICS

Students at Hankinson Elementary School will use five words that help them have a good attitude towards their day while at school.

These words to remember are:

- | | |
|-----------------------|---|
| COMMITMENT | I will have a positive approach to all things that happen in my school. |
| COOPERATION | I will think of the rights and feelings of my classmates. |
| COMMUNICATION | I will talk in a positive way with my teachers and classmates. By my actions I will show that I am a responsible person. |
| RESPONSIBILITY | I will be aware that I have rules that I must follow for the good of all my classmates, my school and myself. I am also aware that I am responsible for my own actions. |
| RESPECT | I will treat others as I wish to be treated. I will remember we all have rights, and with these rights come RESPONSIBILITIES. |

PARTNERS IN YOUR CHILDREN'S EDUCATION

Both parents and teachers want the same thing for our children: the best education possible. When we work together, it is easier for both to achieve this goal. Here are some ways you can help the school do a better job.

- See that your child attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Be aware of what your child is learning in school.
- Let us know if your child has any problems outside of school that might affect his/her school work.
- Attend parent conferences so that you and your child's teacher can better share information about your child and also get to know each other.
- Volunteer: Parent volunteers enable schools to provide many of the extra touches that can make the difference between a good education and a great one.
- If you have concerns or questions about any aspect of our school program, share them with us. Your child's teacher can often give you the information that you want. If needed, the principal or superintendent will be available.
- If someone on our school staff has been particularly helpful to your child, let that person know. We all like to hear good news now and then.

HELP YOUR CHILD SUCCEED IN SCHOOL

The Office of Educational Research and Improvement offers three steps children can take to become better students. They are for children of all grades. They will sound simple, because they are, but they can make a world of difference to your youngsters.



PAYING ATTENTION

- Using self-talk and positive images. Children can use words or phrases to help control attention. For example, they can tell themselves to keep their eyes on the blackboard while the teacher is writing on it to explain a problem. Parents can help them practice positive self-talk at home in various situations like playing a game, helping around the house, or working at a hobby.
- Asking questions. This helps children focus their attention while studying. Parents can suggest general questions to a child like “what is this paragraph about?” Asking questions can grab wandering attention.
- Setting specific study goals. Your children can set goals that will help improve attention. Ask them to study a lesson until they can tell you the main point of the paragraph, or solve a specific math problem, or know specific information mentioned in the text. Discuss each goal. Remember that many small goals one after another are better than a single large one.

KEEPING INTERESTED

- Students must realize that no one else can do their learning for them. Children must believe that the hours they spend studying and the effort they put into it make the difference between success and failure.
- Parents can help their children accept the fact that their efforts do make a difference. The next time your children brings home test results, written comments, or report cards, discuss the reasons why they did well or poorly. Help them relate their efforts to the result.

REMEMBERING

Parents can help their children use various strategies to remember:

- Making inferences. Encourage your children to try to draw conclusions from the material they are studying.
- Building bridges. It helps children to build a bridge between the new and the old, between new information and things they already know. Children should look for similarities between the new and the familiar.
- Finding the main ideas. By constantly looking for the main idea, children concentrate on learning the important material.

This also helps to keep them actively engaged in studying.

- Categorizing information: When there are many items of information to learn, students should group them in categories. Your children should try this technique in subjects ranging from geography to English to mathematics.
- Studying: Your children need a place to study. It can be a desk in a bedroom or the kitchen table but it must be fairly quiet with good light.
- Previewing materials: encourage your children to begin an assignment by previewing the material. This helps create a mental “map” of what is ahead.
- Reading and thinking: when reading the chapter, children should try to fit details into their mental “map.” This is the time to use the attention grabbing strategies, self talk, positive images, and questions.
- Taking notes: children should take notes of the main points of each lesson.
- Self-testing: children should test themselves to see what they know or don’t know.
- Testing: encourage your child to prepare for tests by intensive studying.

ACADEMICS

WHY YOUR CHILD DOES HOMEWORK

1. Homework assignments encourage students to take initiative and responsibility for completing a task.
2. Exercises reinforce newly learned skills and concepts.
3. Activities relate what is learned in school to children's lives outside of school and help tie school learning to the real world.
4. Assignments serve as informal assessment tools.
5. The rule of thumb for homework is ten minutes times their grade level. An example of this is for a sixth grader: He/she should be spending about an hour of homework per evening. If students are spending more time than this, you should contact your child's teacher.

Students in grades 4-6 will be given assignment books. One assignment book will be given free of charge; if the student misplaces the assignment book additional books will be available for a fee. Parents, please check over your child/children's assignment books to see if your child has homework, or has trouble filling out the assignment book. Students are expected to come to school the next day with finished homework.

HOMEWORK NOT DONE

The following mainly pertains to grades 4-6, but could apply for the primary grades as well.

First time: Student dismissed to principal's office to finish

homework. Student will be given credit for that he/she has completed before being sent to the principal's office.

Second time: Student dismissed to principal's office to finish homework. Student will be given credit for what he/she has completed before being sent to the principal's office. Parents are notified.

Third time: Student dismissed to principal's office to finish homework. Student will be given credit for what he/she has completed before being sent to the principal's office. Parents are notified and student will attend tutoring from 3:30 –4:30 until assignments are back on track.

SPLIT CLASSES

The following procedure is used in placing students in specific rooms in split grades K-6.

1. If parents/guardians want to request a certain teacher, the parents/guardians must submit, in writing, the name of the teacher requested and the reason(s) for the request by April 30. The reasons must be factual and proved to be true by proper documentation. There is no guarantee that the request will be honored. Final placement will be determined by the administration.
2. Students are mixed in order to provide an appropriate boy/girl mixture.
3. Students are also mixed from year to year to assure a change in peer groups.
4. Students who are repeating a grade are placed, whenever possible, with a teacher that the student hasn't had before.

RESPONSE TO INTERVENTION TEAM (RTI)

The members of the team include the elementary principal, elementary counselor, and two teachers from the elementary staff.

The primary goal of the RTI team is to assist classroom teachers or other support individuals with advice, suggestions, and support to stabilize or remediate a presented concern. A second purpose is to provide an alternative to the frequent decision to recommend testing or to consider placement in special education. A student must be referred to the RTI team before any testing of, or consideration for placement of a student in special education.

The following includes many of the observations or impressions which merit referral to the RTI team:

1. Suspected hearing impairment
2. Suspected vision impairment
3. Noticeable speech, voice, or language impairment
4. Failing classes
5. Chronic behavioral or emotional pattern which significantly interferes with classroom performance
6. Suspected abuse or neglect
7. Suspected alcohol or drug use
8. Need further information or ideas regarding ability educational achievement, or learning difficulties
9. Other observations as deemed necessary

The RTI team will not be responsible for placement decisions or IEP development for students referred to special education for formal evaluations.

ACADEMICS, continued

TITLE 1

Title 1 is a program that provides extra help and instruction for the student who qualifies.

Title 1 is designed to complement the educational reading/math program, study skills, and curriculum of the classroom teacher. The program helps children do better in school and feel better about themselves. This does not take the place of the reading and math classes in the regular classroom setting. Title 1 teachers and regular classroom teachers work closely together to make sure that the students reinforce what is being taught in the regular classroom. Children are selected by testing, history, and reports from classroom teachers.

SPECIAL SERVICES

The Hankinson School is a member of the South Valley Multi-District Special Education Unit.

To be eligible for placement in a special education program for students with specific learning disabilities, a student must be diagnosed as having an identified learning disability and a team procedure must establish that the student requires specially designed instruction due to the specific learning disability.

To qualify for special services, a severe discrepancy must exist between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematic reasoning. The achievement test is given by our special services instructor. The intellectual ability test is given by our school psychologist. If there is twenty or more point discrepancy, the student qualifies for special services. Also taken into consideration is the student's present level of performance in the classroom and their speech-language development may be assessed by the speech language pathologist. The process is initiated by the RTI team.

If the student has a severe discrepancy between ability and achievement, the evaluation team must determine whether the discrepancy is due primarily to a specific learning disability or to a circumstance or handicap other than specific learning disabilities.

Depending on the results of the tests, a student may have their own reading or math program through special services.

STEPS FOR REFERRING STUDENTS

1. A student who needs special services may be referred to the elementary principal by a parent, teacher, or other staff personnel.
2. The principal then refers the student to the Response to Intervention team. The RTI team will collect data and assist with interventions prior to referral to special services. If the RTI team determines that there is a need, the student is referred to the director of the South Valley Special Education Unit for his/her approval.
3. A meeting will then be conducted with the parents to review the RTI team's findings and the testing procedures. Upon approval by the parents, the testing is then done by the proper South Valley staff.
4. Once the testing is completed, an assessment meeting involving the parents is then conducted to determine if special services are warranted. These services could address learning disabilities, speech, language, or hearing difficulties or assistance for the handicapped.

K-3 GRADING SYSTEM

E = Excellent

S = Satisfactory

N = Needs Improvement

4-6 GRADING SYSTEM

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

POWERSCHOOL

Students' academic progress will be recorded in PowerSchool, an online gradebook program used by all schools in the state of North Dakota. Parents are able and encouraged to use this program to monitor their child's progress. Log in information is available in the main office. Visit <https://hankinson.ps.state.nd.us/public/> to log in and check your child's progress.

ACADEMICS, continued

PROMOTION AND RETENTION

Promotion - The advancement upward to the next grade level.

- If a child is demonstrating progress equal to age, grade, and time spent in that grade, he/she will be promoted to the next grade.

Retention - Holding a child at the same grade level (to repeat the same grade the following year).

- Attendance: If a child has been absent twenty days of school, he/she may be retained.
- Academic Achievement: If a child is tested for functional ability and found to be four or more months (K-3) or six months (4-6) below their grade placement, he/she may be retained.
- Social Adjustment: If a child is socially or emotionally immature (examples: day-dreaming, easily distracted, not completing given tasks or assignment, or lacks motivation) he/she may be considered for retention.

As a rule, promotion will be left up to the regular classroom teacher. Retention will first be decided by a panel of the classroom teacher, the elementary principal, and any other teacher involved with the student (special services, etc).

PROGRESS REPORTS

Progress reports are prepared each nine weeks for every student enrolled. Parent-Teacher conferences will be held in the first and second semesters. Dates will be indicated on the school calendar. Parents, however, are invited and urged to contact the teacher, principal or any other school official at any time to discuss your child's academic progress. The report card recognizes competition, and stresses self-improvement and self-achievement.

Teachers of grades 4-6 will send out mid-term reports during each of the four nine weeks. K-3 teachers handout weekly memos to inform parents of what is happening from week to week. Monthly activity calendars and lunch menus are printed up and distributed every month. Periodically notes may be sent home by the teacher or principal regarding school activities.

We recommend that you make appointments for after school visits with the teacher whenever you have a question about your child's progress.

ENTRANCE TO KINDERGARTEN

Age for Enrollment: (NDCC 15.1-06-01) All children entering Kindergarten must reach at least five years of age before August 1 of the year of enrollment.

Section 15-47-01 of the North Dakota Century Code will allow some children to enter kindergarten early under certain circumstances.



ARRIVAL AND DISMISSAL

ARRIVAL OF STUDENTS

Parents who live in town are urged not to send their children to school early in the morning. Children can arrive at school from 7:45 to 8:20 a.m. Classes begin at 8:30 a.m. Students are able to eat breakfast or walk in the gym before school begins.

Students should be dropped off at door #2. Cars should be parked facing west so students do not have to cross the street.

BUS TRANSPORTATION

All buses will operate according to the bus laws of the State. Bus routes will be determined by the superintendent, with the final approval by the board of education. Buses will go into farm yards where homes are no more than 40 yards from the regular bus routes. This will be done only if driveways and yards are in proper conditions to do so. When any route, road, driveway, or yard becomes too difficult to travel, only good roads will be used and parents will be responsible to deliver and pick up

their children at the nearest point on the route that the bus can travel; this is to be determined by the driver and the superintendent. Parents will be notified of the change.

The driver may assign seats if the student riding the bus becomes a disciplinary problem. Students must remain seated at all times while the bus is moving and may not change seats while the bus is in motion. Drivers are responsible for controlling students in the bus and for reporting any problems to the superintendent and principals, who in turn will notify the parents of the problem. If the same students are again reported, they may be subject to not riding the bus for a period of one week, after which time, another report on the student's behavior may carry with it the expulsion from the bus for the rest of the year. The willful destruction of bus seats may require the student to pay for the replacement cost.

Please call the school if there are changes in the transporting of your children to and from school. In the mornings you may call the main office, 242-7516, between 7:00 a.m. and 8:00 a.m. After school, you may

call the same number between 3:30 p.m. and 4:35 p.m. Someone will be monitoring the bus radio located in the office in the morning and after school until all buses are in.

Students who are not regular bus students wishing to ride the bus or bus students wishing to ride another bus, must have the administration's approval and must have parental permission either by phone or a note that this is acceptable. This must be done before the bus leaves for the route. The administration will notify the bus driver/drivers involved of additions or changes.



AFTER SCHOOL DISMISSAL

Elementary students will be dismissed at 3:20 p.m.

Students who are being picked up after school by car will exit the East entrance of the elementary building at DOOR #3.

Bus students will exit the elementary building on the south side DOOR #2.

Students who walk or ride bike will exit using door #1.

During school hours all students will exit and be picked up at DOOR #2 on the South side of the elementary school building.

When picking children up after the school day, please **DO NOT PARK** vehicles on the south side of the school building (4th street). **This is a bus loading and unloading zone only!**

Parents who are picking up students after school are asked to park on the EAST side of the elementary school (2nd avenue southeast). **Please do not double park.**



ARRIVAL AND DISMISSAL, continued

BICYCLES

Bicycle racks are provided on the south side of the school. Students that ride their bikes must use these racks.

LEAVING SCHOOL

If a student plans to leave school at any time during the day for any reason, that student must bring an excuse slip from home before he/she can leave or be excused by the principal. In case of an emergency, parents may call or come in person to make arrangements for a student's absence.

Parents are to inform the school by either a phone call or note if there is change in the way their child/children should go home after school. A note written note is preferred. If a message is left on the answering machine, there is a risk that the message might not be received until after school is out.

Students who become ill during the day are to let their teacher or principal know. The parent/guardian will be contacted before the student who is ill is allowed to leave the building.

TELEPHONE CALLS

Parents are urged NOT to call their children during the school day, unless an emergency exists. Students will not place calls from the school unless given permission to do so by the teacher, principal or office staff. Cell phone use is not encouraged during the school day

GOING TO ANOTHER PERSON'S HOUSE AFTER SCHOOL

No student may go to another student's home after school without written permission from the parent/guardian. If the student forgot the note, then the principal or staff member will call the parent/guardian for confirmation. If there is not time for a call to be made, then the student will be required to go home the way he/she normally does. **No student will be allowed to call home after school to make plans to go to another person's house after school.**



EXCUSED ABSENCES:

- Personal illness/medical/hospital/homebound
- Family emergencies
- School sponsored activities/field trips
- Trips requested by parents and approved by school administrator
- Funerals
- Required court appearances
- Medical and dental appointments
- Weddings

UNEXCUSED ABSENCES:

- Truancy
- Unexplained absences



ATTENDANCE POLICIES

ATTENDANCE POLICIES

School Hours

Classes will begin at 8:30 a.m. Students may enter their classrooms at 8:20 a.m. Dismissal for elementary students is 3:20 p.m.

Assignments will be arranged if feasible following every absence. Please obtain a doctor's statement in the cases of contagious disease and frequent or prolonged illness. Should your child have an allergy, a chronic ailment such as diabetes, asthma, and/or emotional problems, please discuss them with the principal and teacher for the best possible adjustment.

Absences

Although absences and tardies, excused and unexcused, will be marked as "absent" and "late" respectively, the unexcused absences and tardies are subject to disciplinary action. In the event that a student has excessive absences, that student may be reported to Richland County Social Services.

ABSENTEES

A child coming after 10:00 a.m. will be counted as absent one half of the day. If the child leaves school after 2:00 p.m. they will not be counted absent. Immediately upon returning to school after an absence, every student will be required to present to his/her teacher a note from his/her parent/guardian stating briefly the reason for the absence. The number of days to make up the assignments will depend upon the classroom teacher and the amount of work involved.

In the case of an anticipated absence, parents are asked to call the school or send a note as early as possible to insure that the teacher will have time to get the make-up work ready for the child to take home.

Un-excused absences will give the student a zero or an unsatisfactory for the day and the work must be made up. If a student has three unexcused absences, a meeting will be arranged between the principal and the parent/guardian. A student with three unexcused absences will not be allowed back into class until the superintendent or principal has conferred with his/her parent/guardian.

SERVICES

ELEMENTARY LIBRARY

Motivating the student for reading is one of the most important functions of our elementary library. There is a direct correlation between student's reading habits and their scores on standardized reading tests. Therefore, we encourage parents to find time to read the books to their child, which they bring home, particularly if they are in kindergarten or first grade.

HOT LUNCH PROGRAM

All students will receive free breakfast and lunch for this year.

Milk break costs for K-3
\$20.00 per semester.

Free/reduced applications are available!

These forms can be found in the appendix. Parents are encouraged to apply if they think they would qualify. Confidentiality is guaranteed.

PUBLICATIONS

The Board of Education desires to encourage freedom of expression and creativity of its students subject to the following limitations:

1. No person shall distribute or publish any printed or written material on the school grounds in any building unless the distribution of such material has had prior approval of the administration.
2. School officials may prohibit distribution of printed materials if sufficient evidence indicates that the

publication will result in or can be reasonably foreseen to result in a material or substantial disruption of school activities.

3. School officials may limit the content of printed material that is obscene, libelous, or inflammatory.
4. School officials may regulate the time, place, and manner of distribution of materials.
5. Prompt approval or disapproval of the material or article that is submitted will be given by the advisor or teacher and the administration.

GUIDANCE AND COUNSELING

Hankinson Public School is provided guidance/counseling services by the Richland County Vocational Center for the elementary and high school.

The primary objective of the guidance/counseling program is to assist all students in acquiring the greatest benefit from their own unique educational experiences. Each child has inherent worth and should be helped to develop his/her own potential with the assistance of the professionally trained and qualified staff.

The primary emphasis of the elementary program should center on developmental activities, geared and structured for all students. The program will be preventative in nature. Appropriate services will also be provided to help students overcome problems that impede the educational process.

The elementary guidance/counselor program will focus on five main concepts: self-awareness, relationships, interpersonal safety, chemical use and/or abuse, and decision making.

The guidance/counseling staff will work with individuals, small groups, teachers, and parents in dealing with issues that concern the welfare of the child and have not been addressed through preventative activities.

The counselor is not a disciplinarian, although the counselor should be a consultant on disciplinary cases trying to seek causes for behavior and to find ways to promote appropriate behavior.

The counselor is not a junior psychologist or a social worker. The counselor works with all children and is concerned with their developmental needs. The counselor is not primarily concerned with exceptionality. The counselor helps to identify these students and seeks with parental approval, to initiate referral. The counselor counsels and consults with parents individually and in groups, and might occasionally make home contacts. In cases where long term counseling and/or therapy is required, the counselor will assist the parents in locating appropriate resources.

The counselor is not an administrator, but should be considered a valuable aid to the classroom teacher as well as the principal. The counselor should have no supervisory or evaluation functions in relation to the classroom teacher. The counselor is the equal of the teacher not a superior to the teacher and has the same relationship to the principal as the teachers.

A parent referral form for counseling services can be found in the appendix.

HEALTH AND SAFETY

FIRE AND DISASTER

EMERGENCY PROCEDURES

Hankinson Elementary School has a Fire and Disaster Procedure Plan for the purpose of protecting the health and safety of every school pupil and school staff, in case of fire, tornado, or other disaster. The pupils and staff practice procedures in case of an emergency. The school conducts a fire drill once each month and a tornado drill once a year.

SCHOOL CANCELLATION

If school is canceled or postponed due to bad weather, an announcement will posted on the school's website and will be broadcast over radio stations KBMW (1450 AM) – Q105 (105 FM), WDAY (970 AM), KFGO (790 AM) and television stations WDAY, Channel 6, KVLV Channel 11, KXJB Channel 4.

If during the school day weather becomes severe, or if heavy snowfall or weather conditions persist, school may close. Buses will take those students who ordinarily ride buses to their homes.

If it becomes necessary to close school before the regular dismissal time, such information will be announced over the radio stations listed above and all bus drivers will be notified of such closing.

In the event, the superintendent feels that the buses can not make the routes, or that the weather conditions are such, that safe transportation would not be feasible, all bus students will be sent to their storm families.

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

Until all children have been safely delivered and buses have returned, the office radio will be monitored to receive emergency messages.

MEDICATIONS

Only upon the written order of physician and with written consent of the parent/guardian, may a member of the school staff assist in or supervise the administration of any medications. (authorization form located in the appendix). Students who must depend on receiving medication during school hours for medical reasons, must have a written order from a physician giving specific directions for taking the medication. Directions should be clearly marked on the bottle of medicine.

The following information must be included in the physician's written order and on the label of the prescription container:

- Student's name
- Amount of dosage
- Time of administration
- Name and strength of medication
- Amount of medication in the prescription bottle
- Instructions for administration – including any possible side effects
- Length of time student will be on the medication
- Special care, such as refrigeration

The parent/guardian's consent must authorize administration of specific medication and must grant permission for school personnel to administer the medication.

If the medication is for emergency use only, such as a bee sting kit for known acute allergic reaction, then it may be administered by school personnel trained by a physician or nurse, upon written request from the parent/legal guardian. In all other emergency cases, the school personnel will promptly call the designated local emergency number and shall notify the parent/guardian as soon as is reasonably possible.

Tylenol will be dispensed to students by school personnel only with prior written consent by parent/guardian. The consent form is on the registration form and must be filled out and signed by parent/guardian on registration day.

SPORTS PHYSICALS

It is recommended that students in grades 5 & 6 have a physical before starting sporting activities.

HEALTH SERVICES

All health services such as vision and hearing screening will be conducted by the Richland County Public Health Services. Parents will be informed of any circumstances that may require specialized attention.



HEALTH AND SAFETY, continued

WEAPONS IN SCHOOL

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

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

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

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

A student who is defined as having a disability under the Individuals with Disabilities Education Act, may be placed in an alternative education setting for up to 45 calendar days, during which time a determination will be made as whether the bringing of the firearm to school was a manifestation of the student's disability. Discipline and placement of the student will be accordance with the Individuals with Educational Disabilities Act.

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

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

Discipline

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

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

4. The parents/guardians satisfy to the superintendent of the parent's/guardian's resolve that comparable acts will not be repeated

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

SEARCH AND SEIZURE

School authorities, as representatives of the parents/guardians of the student, may search a student's locker, or other property when there is due cause to do so. If a student is uncooperative, law enforcement will be called.

Students may be suspended for up to five day for **illegal possession, illegal use of, or under the influence of drugs or alcohol** while in school, on school premises, and/or on school related activities, trips sponsored by the school. Students may be suspended for up to three days for Use of tobacco on school premises and/or on school related activities trips.

While at school functions, if a student is suspected of illegal possession, illegal use of, or under the influence of such substance(s), the student will be detained and evaluated by school personnel. Parents and/or law enforcement will be contacted to pick up the student.

Playground Rules

Students will play in a safe manner on the playground on the playground and with all playground equipment.

Expectations:

- 1) Students will show respect for themselves and others and follow instructions given by those supervising.
- 2) Students will settle differences peacefully.
- 3) Students will not play rough on the playground

Guidelines:

- 1) Students are not to leave the playground for any reason without a note. The note should be signed by their parent or teacher and/or the principal. The note must be shown to the person on duty.
- 2) Students will play only within the fenced in area.
- 3) Always get permission to leave the playground when retrieving a ball that has gone out of the fence.
- 4) Leave unsafe objects at home.
- 5) Students will not chew gum or eat candy or food on the playground.
- 6) Use ropes for jumping only.
- 7) Tackling games are not allowed.
- 8) No sitting on top of the monkey bars.
- 9) Slides: use them properly—no running up the slides.
- 10) “King of the Hill” is not allowed in the winter. No snowball or iceball throwing.
- 11) Appropriate clothing for weather is required.
- 12) Students are to stop what they are doing when the whistle is blown. All students should line up quickly.
- 13) Please report all injuries or accidents to a playground supervisor immediately.
- 14) Help others, be polite, report bullying to a play ground supervisor.

Hankinson School Discipline Matrix

	Action Taken				
Level 1	1	2	3	4	5
assault on staff	Go right to Step 4			Minimum	Minimum
arson				3-Day Suspension	5-Day Suspension
drug distribution				Maximum	Maximum
				Expulsion	Expulsion
Level 2	1	2	3	4	5
use, possession, or under the influence of drugs or alcohol.	Go right to Step 4			Minimum	Minimum
				3-Day Suspension	5-Day Suspension
use or possession of tobacco on school grounds				Maximum	Maximum
				Expulsion	Expulsion
Level 3	1	2	3	4	5
fighting	Go right to Step 3		Minimum	Minimum	Minimum
verbal assault on staff			Detention	1-Day Suspension	5-Day Suspension
bullying/threatening					
vandalism					
theft			Maximum	Maximum	Maximum
trespassing or violations of law					
fireworks			Expulsion	Expulsion	Expulsion
acceptable use policy violation					
Level 4	1	2	3	4	5
disruption	Minimum	Minimum	Minimum	Minimum	Minimum
insubordinate behavior	Administrative Conference	Detention	1-Day Suspension	2-Day Suspension	3-Day Suspension
cheating					
disturbance					
forgery/dishonesty	Maximum	Maximum	Maximum	Maximum	Maximum
profanity	3-Day Suspension	3-Day Suspension	5-Day Suspension	5-Day Suspension	Expulsion
Level 5	1	2	3	4	5
interference with learning	Minimum	Minimum	Minimum	Minimum	Minimum
disruptive objects	Administrative Conference	Detention	Detention	Detention	1-Day Suspension
food/drink					
loitering	Maximum	Maximum	Maximum	Maximum	Maximum
gambling	1-Day Suspension	1-Day Suspension	3-Day Suspension	3-Day Suspension	5-Day Suspension
running in hallway					
public display of affection					
sliding down stairs					
	1	2	3	4	5
	Minimum	Minimum	Minimum	Minimum	Minimum
Bus Conduct	Warning	Detention	1 week no ride	2 weeks no ride	1 month no ride
	Maximum	Maximum	Maximum	Maximum	Maximum
	1 week no ride	2 weeks no ride	1 month no ride	1 semester no ride	1 year no ride

ANNUAL ASBESTOS NOTIFICATION

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

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

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

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

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

Hankinson Public School

I have received a copy of the Hankinson Public School Handbook. I understand that it is my responsibility to become familiar with the information contained in the handbook. If I have questions regarding any of the materials, I will contact my child's principal.

Student Signature _____ Date _____

Parent Signature _____ Date _____