



Elk Ridge Explores show empathy, act safely, and creatively solve problems.

Parent Handbook

School and Behavior Procedures and Expectations



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Our Mission:

Empower every learner to thrive.

Our Vision:

Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery.



Our Values:

- Excellence: Ensure all learners receive exemplary education that is academically challenging and meets their social and emotional needs.
- Inclusion: Strengthen our community by valuing people for who they are, nurturing our diversity and embracing the contributions of all students, families, and staff.
- Innovation: Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness.
- Leadership: Grow all learners as reflective leaders with high levels of integrity who are inspired and inspire others to work, learn and solve problems.



Elk Ridge School-wide goals for 2022-23:

- Goal 1: At Elk Ridge, all staff and students will provide a safe, welcoming and engaging learning environment while promoting a positive school culture. (*Environmental Excellence: OE-10, OE-11, R-3*)
- Goal 2: At Elk Ridge, all staff and students will display high levels of integrity, cultivate an awareness of diversity and appreciation of others while committing to ongoing personal growth. (*Personal Excellence: OE-10, OE-11, R-3*)
- Goal 3: At Elk Ridge, all students will learn and grow academically through authentic and personalized learning opportunities. (*Learning Excellence: OE-11, R-2*)
- Goal 4: At Elk Ridge, we will employ system-wide operations that meet the needs of our school community; seeking collaborative input to foster partnerships and create effective and efficient operational plan. (*Operational Excellence: OE-3, OE-4, OE-5, OE-9*)

Attendance

Regular timely school attendance is not only required by law but is clearly very important to the educational process and to the development of appropriate lifelong work habits. Regular school attendance is a parent or guardian-child responsibility and the school is required by law to report apparent abuses.

Absences (even with the approval of the parent(s) or guardian(s)) which are excessive and/or interfere with the student's educational program will be interpreted as educational neglect and Child Protection Services may be notified.

It is clear, however, that times exist when not attending school is in the best interest of a child or the entire school.

- If a child is ill, he/she should not attend school and risk transmitting the disease to others.
- Parents or guardians- should call the school prior to 9:00 on the morning of an absence. Upon returning, students need to bring a note to school from his/her parent and/or doctor informing the teacher why the student was absent.
- Students arriving late must check in at the school office.
- An occasional significant family trip can be a valuable learning experience. Arrangements must be made with the classroom teacher regarding make-up work in advance.

Attendance Boundaries

The school attendance boundaries for elementary schools are available in each elementary school.

- Parents or guardians can use the District website to determine the elementary, middle and high school attendance area of their address.
- Go to the District tab called "Registration"
- Click on the "Find Your School" link
- Enter the home address to receive the elementary, middle and high school assignments for your child in the Bismarck Public School System.

Procedures for attending a school other than the assigned neighborhood school are found later in this Handbook under Transfers. For additional questions regarding attendance boundaries, please contact the Registrar at 701-323-4110.

Transfers

Parents or guardians of students wishing to attend a school other than their neighborhood school need to apply for a transfer and get approval from the assistant superintendent's office. Forms are available at all schools or at the Bismarck Public Schools website under "Registration." Once a student transfers to another building in the district, the same transfer request process must be followed to return to the child's neighborhood school.

Students who transfer to a different school within our district will have their books and permanent records sent to the new school as soon as possible. The child's original teacher will communicate with the receiving teacher regarding the student's academic needs. Whenever a new student arrives in our school district, we will request records from the previous school.

If you have additional questions regarding the transfer process, please contact the Registrar at 701-323-4110.

School Day

The elementary school day is from 8:35 a.m. to 3:05 p.m. Playgrounds are not supervised prior to 8:05 a.m. Students not eating breakfast at school are encouraged to come to school between 8:20 and 8:35 a.m. There is no supervision after school; consequently, children are encouraged to go directly home after dismissal.

Excusing Students During School Hours

If parents or guardians need to take students out of school, the parents or guardian must sign their child out of school at the school office. Please call or write a note to the teacher in advance if possible.

School Property

We are proud of our schools and feel that most students, patrons, and taxpayers share that view. Part of a child's education is to learn responsibility and respect for the property of others. Cost of willful damage to the building, equipment, books, or the property of others will be the responsibility of the student and/or parent.

School Supervision

Staff members are assigned to school supervision beginning at 8:00 a.m. Children are under adult supervision during recess and noon hour. There is no supervision after school; consequently, children are encouraged to go directly home after dismissal.

School Supplies

All elementary schools use one general supply list. It can be found on each school webpage under "Resources."

School Wide Expectations Matrix

Explorer Procedures	Empathy	Safety	Problem Solvers
Arrival -Voice level: 1 -Movement level: Elk	-Respect others -Follow adult directions	-Enter front door -Go to cafeteria (breakfast served from 7:45-8:15) -Go to assigned zone on playground at 8:00	-Drop backpacks off in assigned area -Keep hands and feet to self
Assemblies -Voice level: 0 -Movement level: Tree	-Active Listening -Participate at appropriate times	-Stay in spot/line	-Sit on your bottom -Keep hand and feet to self
Bathroom -Voice level: 0 -Movement level: Elk	-Respect privacy -Wait your turn	-Be quick -Walking feet -Report needs to an adult	-Be clean -Wash hands with soap and water -Throw trash in garbage can -Keep hands and feet to self
Dismissal -Voice level: 1 -Movement level: Elk	-Follow adult directions	-Walking feet -Follow procedure for bus, daycare, Blast, and parent pick up	-1st bell for bus students -2nd bell for daycare, Blast, and parent pickup -Keep hands and feet to self
Hallway -Voice level: 0 -Movement level: Elk	-Respect learners and office staff	-Walk on the right -Eyes forward -Go to assigned area	-Keep hands and feet to self
Lunch: Getting Your Food -Voice level: 0 -Movement level: Turtle	-Use thumbs up/ thumbs down signal -Use manners and positive language	-Walk single file -Use hand sanitizer	-Keep hands and feet to self -Take what you ordered
Lunch: Eating -Voice level: 1 -Movement level: Tree	-Use table manners	-Sit respectfully in assigned seat	-Raise hand for adult help -Keep hands and feet to self -Keep area clean
Lunch: Dismissal -Voice level: 0 -Movement level: Elk	-Follow adult directions	-Hold tray with two hands -Walking feet	-Wait to be dismissed -Place lunch items in assigned area
Playground	-Follow adult directions -Respectful words and actions	-Stay in playground area -Be safe -Line up quick and quiet	-Follow game and equipment procedures -Leave toys, games, and electronics at home

Elk Ridge's Safety Procedures

Emergency and Disaster Drills

Students will be informed as to exact procedures in all emergency and disaster drills. Specific routes and areas are assigned for bomb, fire, storm, civil defense disasters and lock down emergencies. Drills are regularly held to practice contingency plans for protecting your children against potential emergencies and disasters. If the building is evacuated, students will go to the nearest area(s) of safety. The superintendent will notify parents, appropriate staff, and the local news media. Information on picking up children will be communicated according to the district safety plan.

Fire Drill Procedures

- Voice level 0
- Line up in order
- Stay calm
- Follow adult directions and proceed to safe areas

Tornado Drill Procedures

- Voice level 0
- Line up in order
- Follow adult directions and proceed to safe areas
- Stay calm

Lockdown

- Voice 0
- Follow adult directions and proceed to safe areas
- Stay calm


Give Me Five

"Give me five" is a phrase and hand signal used to help gather the attention of students in a room. It means we have listening ears, eyes watching, mouth quiet, body still, showing you care. When you hear an adult say, "give me five" you must hold your hand up in the air and think of those 5 skills and do your very best to focus and show respect.




Voice Level Chart

Voice Levels	
0	
1	
2	



Movement Speed Chart

Movement Speeds	
	Stay in your spot.
	Safe slow walk
	Purposeful walk
	Safe speedy movement



These expectation posters help students know what is expected for voice level and movement speed. These expectations will be used across all grade levels and in all areas of Elk Ridge.

Social Emotional Supports and Programming:

As a school, we will model the framework and implement a school-wide approach to behavior utilizing strategies in Second Step, Conscious Discipline & CHAMPS. We will teach, model and practice expectations and procedures multiple times throughout the year. Second Step is our district-wide social skills curriculum that teaches students self-regulation, safety and problem-solving skills. Our student support service team consisting of our school counselor, Mrs. Skoglund & social worker, Mrs. Kwan will also be working with students on these same skills. As with any learning, there will be times when students may not make a positive decision. When this occurs, we will guide students by redirecting and visiting about their choice. If unacceptable behaviors continue, we will work with students to “repair and restart” the situation. This will include an “Explorer Restart” plan. Students will complete this with help from school staff and create a plan for the future, returning to the group strengthened. Parents will be contacted.

Students come to school to learn and one of the areas of learning includes managing behavior and social-emotional needs in a variety of settings and situations. Our expectation matrix & behavior brochure/handbook outlines our school-wide approach to behavior. Also included is our social emotional competencies that are taught, supported and measured in the classroom. We have put this information together so you can help support your child in their growth and understanding of school-wide expectations. This information is included in this handbook and will also be shared with families each fall. Our classroom teachers, instructional aides and specialists will also be teaching and reinforcing these skills throughout the year. Please, take a moment to review this important information with your child throughout the school year. Going forward in the 2022-23 school year we will continue to include additional small group teaching opportunities (Social Academic Intervention Groups-SAIG) when multiple minor and/or major behaviors take place during the school setting.

We are committed to ensuring a culture of safety for all students and staff and appreciate your support in this area throughout the school year.

In Gratitude,

Mrs. Wamboldt, Principal

Social and Emotional Learning



Social and emotional learning (SEL) is the way that both students and adults learn and practice the knowledge, attitudes, and skills necessary to:

- ♦ Understand and manage emotions,
- ♦ Set and achieve positive goals,
- ♦ Feel and show empathy for others,
- ♦ Establish and maintain positive relationships, and
- ♦ Make responsible decisions.

Cultivating the social and emotional competencies of all members of a school community is important for creating models for student social and emotional growth. The Collaborative for Academic Social and Emotional Learning (CASEL) has identified five core SEL competencies:

SELF-AWARENESS: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and challenges and possessing a well-grounded sense of confidence and optimism.

SELF-MANAGEMENT: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SOCIAL AWARENESS: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

RESPONSIBLE DECISION MAKING: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Schoolwide SEL refers to a process for developing a school community where there is systemic integration of academic, social, and emotional learning at three levels:

- ♦ Classrooms
- ♦ Schools
- ♦ Homes and Communities

CLASSROOMS

SEL at the classroom -level typically involves:

- ♦ Intentionally cultivating a warm, supportive classroom environment.
- ♦ Promoting a safe, supportive learning environment with a foundation of strong relationships among staff and students.
- ♦ Explicitly teaching and modeling social and emotional skills.
- ♦ Using SEL-informed teaching strategies.
- ♦ Providing opportunities to practice SEL skills within academic lessons and in social situations.

FAMILY

Schools and families can work together to promote SEL in the classroom and at home through genuine school-family partnerships. This partnership involves two-way communication between teachers and families and the participation of family members in students' education both at home and in school. Caregivers can also promote SEL by reinforcing the skill development taking place at school. Research suggests that evidence-based SEL programs are more effective when they are extended into the home.^{4,5}

SCHOOLS

At the school level, SEL strategies typically take the form of systems and practices that:

- ♦ Model social-emotional competence throughout the school community.
- ♦ Incorporate schoolwide policies and practices that promote SEL.
- ♦ Provide a continuum of support services for students.

COMMUNITIES

Community partners and organizations also help expand the impact of SEL by supporting and sustaining classroom and school efforts and by providing students with additional opportunities for SEL. Such partnerships may include out-of-school-time providers, community-based organizations, health care providers, governmental agencies, and other community institutions.⁶

⁴ Albright, M. I., & Weissberg, R. P. (2010). School-family partnerships to promote social and emotional learning. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 246–265). New York: Taylor & Francis.

⁵ Patrikakou, E. N., & Weissberg, R. P. (2007). School-family partnerships and children's social, emotional, and academic learning. In R. Bar-On, J. G. Maree & M. J. Elias (Eds.), *Educating people to be emotionally intelligent* (pp. 49–61). Westport, CT: Greenwood Publishing Group, Incorporated.

⁶ Harris, E., & Wilkes, S. (2013). *Partnerships for learning: Community support for youth success*.



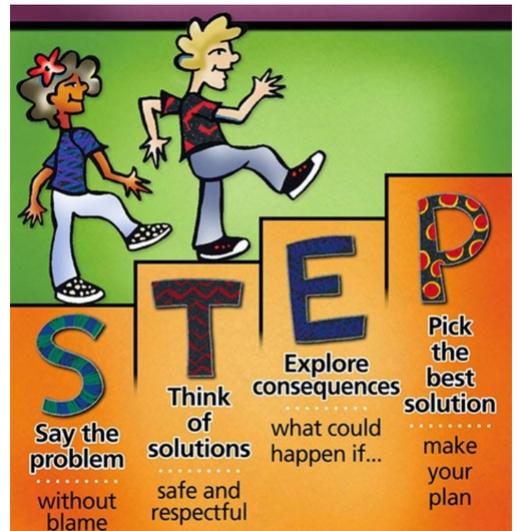
Our school is full of CHAMPS!

Champs is a tool that is communicated prior to activities and transitions. It helps students visually see what their expectations are within the classroom.

C	Conversation	Level 0: Silent Level 1:Whisper Level 2:Partner/Group
H	Help	Raise your hand Ask a friend Use your resources
A	Activity	Independent Work Partner Work Group Work Whole Group Work
M	Movement	Stay Seated Responsible Movement
P	Participation	Active Listener Work independently Work as a team
S	Success	Following our classroom procedures will lead you to success.

Second Step Curriculum

All Bismarck Public Elementary Schools implement the Second Step curriculum. The elementary years bring exciting new challenges and opportunities. It's the ideal time to nurture social-emotional competence and develop foundational learning skills. Evidence-based Second Step SEL for K-5 includes tools schools need to integrate social-emotional learning (SEL) into their classrooms and schoolwide. Using the Second Step curriculum has been shown to decrease problem behaviors, and it's designed to promote school success, self-regulation, and a sense of safety and support.



Problem-Solving Steps:

Say the problem

Think of solutions

Explore consequences

Pick the best solution

Time Machine




The time machine is another great tool for helping students solve problems with friends!


S'cool Moves

These are some moves we can use throughout the school day to help calm our bodies to get ready for learning. These moves can also be used outside of school.


I Can Calm Myself




I can do Dots.
Use the thumb to press firmly all around the palm of the opposite hand for a count of 10. Take a deep breath before switching hands.




I can do Squeezies.
Firmly squeeze up the forearms, upper arms, and shoulders. Take a deep breath before switching arms.




I can do Listening Ears.
Gently massage and unroll the ears, moving from top to bottom.




I can do Pretzels.
Interlock fingers in front of the chest. Relax shoulders. Cross legs. Place tongue on the roof of the mouth. Hold for one minute. Uncross legs. Take a deep breath.



I can do Heart To Home.
Place one hand over the heart, the other over the belly, and take three deep breaths. Come to a quiet, focused place in the body.



I can do Calming Taps.
Cross arms across chest. Alternate tapping the right shoulder and then left shoulder with a slow, rhythmic beat.



©S'cool Moves, Inc. www.schoolmoves.com

ELK Card

Students can earn an ELK Card for their hard work at school. These cards are celebrated within the classroom, over morning announcements, and at home.

Excellence
Assertiveness
Growth Mindset
Self-Management

Leadership
Problem Solving
Integrity
Active Listening
Teamwork

Kindness
Empathy
Helpfulness
Thoughtfulness

Date: _____
Student: _____
Celebrated By: _____
Teacher/Grade: _____
Location: _____



This Explorer showed E.L.K. behavior by:



Explorer Restart

Elk Ridge Explorers show empathy, act safely, and creatively solve problems.

Student Name: _____ Grade/Teacher: _____ Time: _____

Adult Supervisor: _____ Date: _____

Location	Rule/Expectation	Perceived Function
Classroom	Active Learner	Obtain Peer Attention
Playground	Active Listener	Obtain Sensory
Lunchroom	Arguing	Obtain Tangibles
Hallway	Borrow w/o Permission	Obtain Activity
Bathroom	Classroom Disruption	Obtain Adult Attention
Gym	Defiance	Escape Activity
Musio	Inappropriate Language	Escape Tangibles
	Unkind	Escape Adult Attention
		Escape Peer Attention
		Escape Sensory

1. S: Say the Problem (What happened?)
2. T: Think of Solutions (What would have been a better choice?)
3. E: Explore Consequences (How might others feel or how did it affect others?)
4. P: Pick the best Solution (How might you repair this problem?)

Skills to Strengthen & Repair:	Parent Contacted
<input type="checkbox"/> Cooperation/Relationship Skills	Parent Notified By: _____
<input type="checkbox"/> Helpfulness/Relationship Skills	Re taught By: _____
<input type="checkbox"/> Anger Management/Self-Management	Student Signature: _____
<input type="checkbox"/> Empathy/Social Awareness	<input type="checkbox"/> Navigation Station
<input type="checkbox"/> Assertiveness/Self-Awareness	Additional Information: _____
<input type="checkbox"/> Impulse Control/Self-Management	
<input type="checkbox"/> Problem Solving/Responsible Decision Making	

White—Office
Updated August 2022

Yellow—Parent

Pink—Classroom Teacher

Explorer Restart

If unacceptable behaviors continue, we will work with students to “repair and restart” the situation. This will include an “Explorer Restart” plan. Students will complete this with help from school staff and create a plan for the future, returning to the group strengthened. Parents will be notified.

Major

Students will complete this form when an infraction against school policy has happened. Parents will be notified.



Major Behavior Notice

This is to notify you that your child has been involved in a behavior that violates BPS district policy. If a violation occurs, disciplinary action may include making up missed classroom instruction, after-school or before-school detention, recess remediation, in-school suspension, out-of-school suspension, referral to a community agency, or expulsion. Teaching components will be initiated to address this concern.

Name	Grade/Teacher	Date
Time	Reporting Staff	
Described Behavior:		

Major Behavior	Location	Perceived Motivation	Teaching Component	Teacher Actions
<input type="checkbox"/> Alcohol/Drugs/Tobacco	<input type="checkbox"/> Office	<input type="checkbox"/> Escape Activity	<input type="checkbox"/> Self-Awareness	<input type="checkbox"/> Time with Teacher
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Escape Adult Attention	<input type="checkbox"/> Self-Management	<input type="checkbox"/> Out of Class
<input type="checkbox"/> Bullying	<input type="checkbox"/> Classroom	<input type="checkbox"/> Escape Peer Attention	<input type="checkbox"/> Social-Awareness	<input type="checkbox"/> Re-Teach Expectations
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Hallway	<input type="checkbox"/> Escape Sensory	<input type="checkbox"/> Resp Decision Making	<input type="checkbox"/> Loss of privileges
<input type="checkbox"/> Threats	<input type="checkbox"/> Gym	<input type="checkbox"/> Escape Tangible	<input type="checkbox"/> Relationship Skills	<input type="checkbox"/> Verbal Redirection
<input type="checkbox"/> Harassment	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain Activity	Administrative Actions	
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Rest Room	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Re-Teaching	<input type="checkbox"/> Parent Contacted
<input type="checkbox"/> Theft	<input type="checkbox"/> Music	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Detention	<input type="checkbox"/> Removal from Class
<input type="checkbox"/> Weapons	<input type="checkbox"/> Resource Room	<input type="checkbox"/> Obtain Sensory	<input type="checkbox"/> Referral PRB	<input type="checkbox"/> OSS
<input type="checkbox"/> Gang Related Activity	<input type="checkbox"/> Bus	<input type="checkbox"/> Obtain Tangible	<input type="checkbox"/> ISS	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Direct Defiance	<input type="checkbox"/> Other		<input type="checkbox"/> R/S	<input type="checkbox"/> Parent Meeting

Notes:

Date: _____ Time: _____

Parent Signature _____ Student Signature _____

Administrator Signature _____ Other _____

White Copy: Parent

Yellow Copy: Teacher

Pink Copy: Office



ELK RIDGE
EXPLORERS

Inclement Weather

The health and safety of your child will be the major consideration when making decisions about the appropriateness of going outside during extremely cold or wet conditions. Other considerations will be the need of children for fresh air, exercise, work breaks, and unstructured play time for social development. BPS Elementary Schools have jointly developed a guideline which states that outdoor recess will not normally occur when the wind chill drops below -15 degrees Fahrenheit. Keep in mind that actual time outside during recess breaks is generally limited to about ten-fifteen minutes. Based on the relative openness or protection of a particular school site, variations in this guideline will exist.

Coat Policy

Students should come to school dressed appropriately to be outside during the weather expected that day.

Feels Like Temperature	What the Class Must Wear
Lower than 40 F	Coats-(please send boots, gloves, and snow pants at your discretion)
40 F to 49 F	Long sleeve or coats
50 F or Higher	Short sleeve or long sleeve

Storm Policy

The Bismarck Public School System will work closely with the National Weather Service at the Bismarck airport. When weather conditions arise that may affect the safety of school children, the district administration will monitor information available concerning weather conditions. After receipt of the information, the superintendent or his designee will make the decision on school closings. If school is closed for the day, parents or guardians and local news media will be notified as early as possible in the morning or, in very extreme cases, the preceding evening.

If serious storm conditions develop during the day when children are already in school, the principals will follow the general policy of not allowing students to leave the building unless picked up by an adult. Schools will not normally dismiss early because many parents or guardians are not at home and are not expecting their children until the regular dismissal time.



Bullying Policy

There are many resources available under the “Bullying Resources” tab on the BPS website. Please read the policy to see if the incident fits in the definition of bullying. If so, follow the appropriate steps to make a report. If you are not sure, please contact the teacher, principal, or assistant principal for guidance.

For more information and the Bully Report Form, go to www.bismarckschools.org under Quick Links, “Bullying Resources.”

Child Abuse and Neglect

By state law, school professionals are required to report any cases of suspected child abuse, child neglect, or educational neglect to appropriate authorities. Reporting suspected incidents is not simply something that we are professionally obligated to do but also something that we are legally required to report to authorities. Failure on our part to do so is a crime subject to legal penalty. Reporting is not necessarily accusing; it is merely reporting a reasonable suspicion that abuse or neglect may have occurred that requires investigation. In situations of possible educational neglect, we strive to work with and support families/guardians to break down barriers preventing regular school attendance prior to filing any report of suspected educational neglect.

Notice of Non-discrimination:

The Bismarck Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stacey Geiger, Human Resource Manager/Title IX
Coordinator/Section 504 Coordinator 806 N Washington
Street, Bismarck, ND 58501
Telephone number is (701) 323-4070

§504 Child Find Notice:

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District’s Student Section 504 Coordinator Stacey Geiger by phone at 701-323-4070 or by email at



Stacey_Geiger@Bismarckschools.org OR Mike Yantes by phone at 701-323-4102 or by email at Mike_Yantes@Bismarckschools.org

IDEA Annual Notification of Child Find:

All children with disabilities residing within the boundaries of Bismarck Public Schools, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated through the child find process. Anyone suspecting a student, between the ages of 3 and 21, may have a disability, should contact the Bismarck Public School Special Education Director Danica Nelson by phone at 701-323-4029 or by email at Danica_Nelson@Bismarckschools.org

Counseling Program

A comprehensive school counseling program is available to all students in Bismarck Public Elementary Schools. This program is preventive and developmental in nature. It also provides some remediation and crisis intervention. The classroom counseling curriculum emphasizes learning life skills and behaviors that will help each student become a responsible, productive member of society. These counseling lessons are developed using the American School Counseling Associations Mindsets and Behaviors for Student Success. Elementary school counselors assist with supporting students in a variety of ways such as situations requiring conflict resolution. Counselors may serve as consultants to parents and teachers regarding personal, social, or academic development of a student. They may also act as referral agents and as a liaison to community agencies. With parental consent, students may be involved, on a regular basis, in small group counseling, or individual counseling to address specific concerns such as: study skills, family changes, grief, anger, and social skills.

Legal Custody

In situations where one parent has custody or is considered the legal guardian of a child (also referred to as the child's legal decision maker), documentation should be brought to the school and placed in the child's cumulative file. This is particularly important in cases in which one parent or guardian is legally denied contact with the child. In such cases, the school will make every effort to cooperate with court orders. Divorce and custody information is available online at www.bismarckschools.org under the "Parents" tab.

Cumulative Records

Each student has a cumulative record of school progress. Immunization records, report cards, achievement test results, attendance records, and other pertinent student data are recorded in this file. Student records are confidential but open to parents for inspection.

Discipline

Because we care about the safety of all children and staff, we will see that no child is prevented from having an opportunity to learn and that no teacher is prevented from teaching. Our goal is to provide a productive learning/living environment, while at the same time promoting a positive sense of self-worth, dignity, cooperation, and self-discipline for everyone. We will continue to focus on teaching and reteaching social emotional learning and self-regulation skills and routines to all students. We strongly believe that it is in your children's best interests that we cooperate in developing appropriate school behavior. A parent/teacher/principal conference may be held to support positive student behavior.

Harassment of Students

It is the policy of the school district that all students have a right to learn in an environment free from any type of harassment, intimidation, or victimization. The school district intends to extend its best efforts to accomplish this goal and expects all of its employees and students to do the same.

Harassment of students in the Bismarck School District is prohibited. It is the Bismarck School District's policy to provide students an environment free from any form of harassment and to maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning. Harassment Defined: Harassment occurs when a series of intentionally cruel incidents that are deliberately hostile and aggressive are directed toward a person. A person is being harassed when he or she is exposed to negative actions on the part of one or more persons. Harassment also occurs when actions of one or more persons create an intimidating, hostile or offensive learning environment for an individual or a small group of individuals.

Harassment encompasses a wide range of hurtful behaviors:

- Physical: action-oriented harm to another person's body or property such as pushing, kicking, hitting, pinching, unwanted physical contact, and any other forms of violence.

- Verbal: using words to hurt or humiliate another person such as name-calling, hurtful sarcasm, persistent teasing, spreading rumors, taunting, and any other verbal threats.
- Intimidation: arousing fear in an individual by emotional tormenting, threatening gestures, ridicule, putdowns, exclusion from a group, humiliation and any other frightening behaviors. Intimidation by virtue of the display of gang colors, gang paraphernalia, gang signing, gang gestures, and other gang-related actions is also prohibited.
- Bullying: deliberate hostility, intentional cruelty, or aggression toward a victim that is weaker and less powerful than the bully with an outcome that is painful, distressing, or intimidating for the victim. Bullying can take the form of physically injurious actions as well as verbal forms of harassment. With bullying there is always a power imbalance that makes the ill treatment of a victim possible.
- Racial, Cultural and Sexual

Complaints: Any student who believes he or she has been the victim of prohibited harassment should make a prompt, oral complaint to the teacher, supervisor, building administrator or designee.

The school district encourages informal, deliberate, and prompt resolution of concerns about prohibited harassment. If the complaint is not resolved informally, the facts surrounding the incident(s) should be submitted to the building principal in writing and signed by the complaining student or his/her parent or guardian.

Complaints of harassment shall be promptly and thoroughly investigated by the appropriate personnel. Corrective action for prohibited harassment will be taken as warranted after a complete review of all relevant facts.

Penalties for Harassment: The school administration will determine appropriate consequences for violating this policy. Consequences may include any or all of the following:

- Administering approved disciplinary practices and procedures at school.
- Notifying the principal, superintendent, or other designee.
- Notifying parents, guardians, or legal custodians.
- Notifying law enforcement officials.
- Prosecution under state statute 15-49-08 (Penalty for willful disturbance of school).
- Suspension from school.
- Recommendation for expulsion.

Discriminatory Harassment

It is the policy of the school district that all students have a right to learn in an environment free from discriminatory harassment. The school district intends to extend its best efforts to accomplish this goal and expects all of its employees and students to do the same.

Discriminatory harassment of students in the Bismarck School District is prohibited on the basis of a student's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. It is the Bismarck School District's policy to provide students a learning environment free from any form of discriminatory harassment in accord with the regulations of Title VI, Title IX, The Americans with Disabilities Act, or Section 504.

Speech or other expression constitutes prohibited discriminatory harassment if it:

- a. Is intended to insult or stigmatize an individual or a small number of individuals on the basis of their race, color, sexual orientation, national or ethnic origin, or disability;
- b. Is addressed directly to the individual or small group of individuals whom it insults or stigmatizes;
- c. Makes use of insulting words or nonverbal symbols commonly understood to convey direct hatred or contempt; and
- d. Creates an intimidating, hostile or offensive learning environment for the individual or small group of individuals.

Prohibited discriminatory harassment includes threats of violence intended to intimidate an individual or a small number of individuals on the basis of their race, color, sexual orientation, national or ethnic origin, or disability.

Any student, who violates this policy, by engaging in conduct defined above that directly or indirectly causes intimidation, harassment or physical harm to another student or staff member, will be subject to disciplinary action, which may include suspension. Students who believe that they or any other student have been the subject of harassment/discriminatory behavior should report the incident immediately to the building administrator.

Sexual Harassment

It is the policy of the school district that all students have a right to learn in an environment free from any type of discrimination, including freedom from sexual harassment. The school district intends to extend its best efforts to accomplish this goal and expects all of its employees and students to do the same.

Sexual harassment of students in the Bismarck School District is prohibited. It is the Bismarck School District's policy to provide students a learning environment free from any form of sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and offensive written, verbal, or physical conduct of a sexual nature by employees or students.

Any student who believes that he or she has been the subject of sexual harassment should report their complaint to the building administrator. If the building administrator is the person complained about, the complaint should be made to the supervising assistant superintendent. The facts surrounding the incident(s) shall be submitted in writing and signed by the student or parent.

Complaints of sexual harassment are to be promptly and thoroughly investigated by the appropriate person receiving the complaint within ten (10) days of receipt of the complaint.

After completing the investigation of the allegations, the student reporting the incident shall be notified of the decision made regarding final disposition of the complaint within ten (10) days by the building administrator, whose decision may be appealed to the Superintendent of Schools. Complaints may also be filed with the Office for Civil Rights, U.S. Department of Education, Kansas City Office, 10220 North Executive Hills Boulevard 8th Floor, Kansas City, MO 64153-1367. Telephone: 816-880-4200 FAX: 816-891-0644; TDD: 816-891-0582 Email: OCR_KansasCity@ed.gov.

Any questions regarding this policy should be directed to the Human Resources Manager, Bismarck Public Schools, 806 N. Washington St., Bismarck, ND 58501.

Student Conduct

Students in the Bismarck School District are expected to adhere to certain standards regarding their conduct while attending school. The following are among the expectations of students:

1. Students are expected to be punctual and regular in attendance.
2. Students are expected to make reasonable class preparation prior to attending classes.



3. Students will not be absent from the school premises at such times as the student is scheduled for class or study hall attendance.
4. Students are expected to be courteous and respectful of peers, teachers, substitute teachers, and all others with whom the student comes in contact.
5. Students are expected to remember that having rights also entails having responsibility to exercise those rights in responsible non-disruptive ways.
6. Students are not permitted to use alcohol, tobacco or any other non-prescription drugs on the school premises.
7. The use of obscene or profane language is not permitted.
8. The use of threatening language or behavior toward staff, other students, or others present in the building or at an activity is not permitted.
9. Students are expected to use school equipment, furniture, halls, classrooms, textbooks, laboratories, and all facilities and materials in responsible non-destructive ways so that the maximum use of these materials can be realized. Destructive use may deprive other students of an equal chance for a good education.
10. All student rights are to be respected by all students and rights of all others with whom the student comes in contact. Harassing another student is a violation of that student's rights, this includes cyber bullying.
11. Students' internet and other electronic device use outside of school can have an impact on the school and on other students. If a student's personal expression disrupts the school's operation, he or she may face school discipline and/or criminal penalties.
12. Students must avail themselves of the specific rules and regulations for the school which they attend and strive to follow those rules. These student conduct standards will be enforced through existing laws, policies, etc. A serious violation of these standards shall be reported to the building administrator, who shall deal with the violation using one or more existing enforcement strategies. These strategies include the following:
 1. Reporting the incident to law enforcement agencies for investigation and possible prosecution.
 2. Prosecution under state statute, such as 15-49-08, which provide a penalty for disrupting the school environment
 3. Disciplinary action under one or more school district policies that govern student conduct.
 4. Disciplinary procedures at the school level using available measures such as:
 - a. Removal from class

- b. Parental contact
- c. Detention
- d. Deprivation of privileges

Weapons Policy

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

Carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. Such weapons include but are not limited to any gun (including pellet gun), slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, any knife, razor, ice pick, explosive smoke bomb, incendiary device, or any object that can reasonably be considered a weapon or dangerous instrument. Copies of weapons including guns, starter pistols, and other look-alikes are to be considered as weapons for the purpose of this policy. (Bringing a firearm to school, as defined in 18 U.S.C. 921, will require that proceedings for the expulsion of the student involved for a minimum of one year be initiated immediately by the principal.) Also, any object which has a school-related purpose that could be used to inflict harm on another person will be considered a weapon if the object is used in a threatening manner. 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. Violation of this policy will also require that proceedings for the suspension and/or expulsion be initiated immediately by the

Principal. A student will be suspended immediately in accord with School Board policy if the building administrator or designee determines:

1. The student knowingly violated the weapons policy
2. The safety of others or the educational environment was adversely affected by the student's conduct
3. The student had the ability to anticipate that the safety of others or the educational environment would be adversely affected by the student's conduct. In making this determination, the building administrator or designee may consider the age, intelligence, and behavioral history of the student.

Educational Concerns

Public schools serve many children coming from a rich diversity of cultural backgrounds. The families from which they come have values and concerns that can be equally diverse. We believe we have a high quality instructional staff and an educational program to meet the needs of all students. If, however, there is a problem that needs attention, there is a standard process for addressing the issue. Problems are best solved as close as possible to the source. With that in mind, we suggest the following steps:

1. It is suggested that you discuss your concern first with your child.
2. If further communication is necessary, visit with your child's teacher.
3. If satisfaction is not reached at this level, a letter, phone call or a personal visit with the principal is the next step to resolve the concern.
4. A conference with the parent, teacher, principal, and student, if appropriate, is the next step to resolve the concern.
5. Any decision at a building level may be appealed to central administration (the Assistant Superintendent for Elementary Schools or the Superintendent).

Student Support Services

The Bismarck School District provides a comprehensive array of services to support learners, including Title I and District Reading, Title VII Indian Education, Guidance and Counseling, Talented and Gifted, Section 504, and Special Education. Each service has its own eligibility and/or evaluation process, and each school has processes in place that organize team members, review students' learning history and data, determine eligibility, and arrange for needed services. Parents or guardians are important members of these teams. For more information about these services, or to initiate a team meeting for his/her child, a parent may contact the child's teacher or principal.

Phone Calls/Cell Phone Usage

Telephone conversations should be brief since many important calls are received for teachers, parents or guardians, and students. To help minimize disruption of the educational process, we suggest:

- Making prior arrangements about what children should do after school, especially during the winter months.

- Unless it is an emergency, students and teachers will not be interrupted for phone calls. During the school day, messages will be taken and given to the student or teacher or messages may be left on the teacher's voice mail.
- Cell phone usage is not permitted during the school day. As with all other personal possessions, the student is responsible for the care of the phone. Cell phones will be confiscated if used during the school day. A parent or guardian may be required to pick up the phone.
- Students are able to wear smartwatches, however, please make sure the cellular features are turned off during the hours of 8:00-3:05.

Parent or Guardian Volunteers

Most Bismarck schools have been fortunate in having a core of dedicated volunteers. These parents or guardians usually work with students on computers, do classroom clerical work, assist on field trips, help with special projects, serve on the PTO/PAC, help with newsletters, or generally assist with school activities. Volunteers will be subject to a background check.

Visitors to School

All visitors to school must check in at the office and receive a visitor's badge. Parent(s) or guardian(s) may visit their child's classes on school days, subject to the approval of school administration and guidelines in school district administrative rule KAAA-AR. We welcome school visitors while balancing the need to protect privacy rights of students and the need to be sensitive to the disruption to learning that can be caused by visitors frequently observing classrooms and placing demands on teacher time. If you have a question, please contact your school principal.

Parent-Visitor Code of Conduct

Bismarck Public Schools is proud and fortunate to have supportive and friendly parents or guardians and other adults who help model appropriate behavior so all children can be successful at school and in the community. It is important that students see people who can work together as this is a life skill we want them to develop to be healthy, productive citizens. Education of our children is a partnership with parents and others in our community.

We, as caring adults, believe we should:

- Respect school staff and what they are doing to help our children learn;
- Ask the school for help if we don't understand something happening at school or want more detail
- Respect teaching time by not disrupting class or areas of the school during school hours
- Set a good example by displaying appropriate behavior, respectful language, a moderate tone, and an even temper
- Work to resolve school issues and conflicts in a constructive manner with open dialogue
- Ask the school for their view of any incidents to determine if it is the same as the child's view before taking matters further (ask before you act—see chain of command below)
- Follow the proper "chain of command" when addressing a school issue. Reports of concerns would normally be made directly to the teacher. If the response is not satisfactory or it's not a classroom issue, the chain of command moves to the Assistant Principal or Principal, then the Assistant Superintendent of Elementary or Secondary Schools, then the Superintendent, and finally the School Board
- Refrain from questioning decisions made by the school in front of children or other parents or school visitors as these are private matters
- Refrain from criticizing or demeaning a child or parent about something that may have happened with another child
- Refrain from criticizing the school, staff, students, other parents, etc. on the school premises or on school or personal social networking sites like Facebook or Twitter.

School staff, parents, visitors and students can work together to provide a safe, respectful school environment.

PLEASE NOTE:

Bodily harm or the threat of bodily harm to a staff member, student, parent or guardian, or other school visitor will not be tolerated and is against the law. This includes abusive or threatening communications such as phone calls, texts, emails or social media posts. Use of tobacco, alcohol or illegal drugs while on school grounds or at a school event are illegal and will be prosecuted.



Parents or other school visitors who do not respect this Code of Conduct for appropriate school-related behavior may be banned from school grounds, buildings, and/or events. Authorities will be contacted if needed. Legal advice will be sought if disparaging or demeaning remarks are made or written about a school or staff member, student, etc. that could jeopardize the reputation of that person, the school or the district.

Parent Organizations

Organizations of parents or guardians of students (PTOs/PACs) attending a Bismarck Public School have been formed at each school. Teachers may also be asked to participate in dialogue and decisions of the organization. This organization is advisory in nature and exercises only those functions and authority expressly delegated to it by the Bismarck Public School Board and the administration. The purpose of parent or guardian organizations is:

- To promote and support good education for the students attending the elementary school and BPS in general.
- To advise and report educational concerns to school personnel and to act as a sounding board for good education.
- To disseminate information to parents, guardians and students of the school.
- To organize activities that might help provide resources for special school needs not funded by the district.

Suspension

Students are expected to conduct themselves in a manner suitable to their age and grade. Students disobedient or disruptive of the educational process are subject to corrective discipline. A principal or the Superintendent may suspend a student for up to ten (10) consecutive days. Conduct, including but not limited to the following, exhibited while on school grounds, during a school-sponsored activity, or during a school-related activity is subject to suspension or expulsion:

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another person except in self-defense.

4. Threatening to cause physical injury to another person, damage to school property, or damage to private property.
5. Possessing or transmitting any weapon or other dangerous objects as defined in Weapons in the Schools Policy.
6. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
7. Disobedience or defiance of proper authority.
8. Behavior which is detrimental to the welfare, safety, or morals of other students.
9. Truancy.
10. Offensive and vulgar language, whether or not it is obscene, defamatory, or inciteful to violence, where it is disruptive of the educational process.
11. Any student behavior which is detrimental or disruptive to the educational process, as determined by the principal, Superintendent or School Board.

Parent Lunches

Our #1 priority at the beginning and throughout the year is safety and setting students up for success. Learning new routines in a building takes time and in a new building may take a little longer. We appreciate your understanding as we work through these important details. In early October we will provide information on how you can join your students for lunch.

Meals

Any child from grades K - 5 may eat school breakfast and lunch. Breakfast is served from 7:45-8:15 each school day. Students may bring a cold lunch from home or purchase a school-prepared lunch. Money for meals should be brought to the school office before classes begin in the morning. Parents or guardians may also make payments to their child's meal account online. Information on making online meal payments can be found on the District website under "Departments & Programs", "Child Nutrition". Milk may be purchased by children eating cold lunch for 40¢ per carton. Free milk will be offered to students participating in the lunchbox buddy meal program. Milk is included in the price of school meals. Meal prices are listed below.

Lunch
Student - \$2.35

Breakfast
Student - \$1.45

Adult - \$4.00

Adult - \$2.50 (Prices may change)

Free or reduced-price meals are available for those students who qualify. Applications for free or reduced price meals are available at all the schools and at www.bismarckschools.org, under "Departments & Programs", "Child Nutrition" or under Quick Links "Free & Reduced Meal Application."

Transportation

The Bismarck School District believes that riding the school van/bus is a privilege. Therefore, every bus rider shall abide by the rules, as set by policy, or be deprived of the privilege of riding on the school buses. It is the driver's responsibility to enforce transportation regulations concerning students and to maintain discipline for the safety of all aboard. In view of the fact that a bus is an extension of the classroom, the School District requires students to conduct themselves on the bus in a manner consistent with established standards of classroom behavior. Bus procedures and bus rider behavior expectations can be found on the District website.

Students creating a safety hazard or discipline problem on the bus will be subject to loss of bussing privileges. For busing information, call 701-323-4500 or go to www.bismarckschools.org and choose the busing icon with the school bus.

Watch Dog Program

This program provides opportunities for dads to come into the school to experience their child's everyday learning. There are 2 primary goals of the WATCH D.O.G.S. program.

1. To provide positive male role models for the students, demonstrating by their presence that education is important.
2. To provide extra sets of eyes and ears to enhance school security and reduce bullying.

*Be on the look for additional information to come out in October regarding this program.

Parent-Teacher Conferences

Scheduled parent-teacher conferences are held two times a year for students in grades K-5. Parents or guardians and teachers are encouraged to make appointments for conferences at other times whenever they deem



it necessary. Be on the lookout for the Elk Ridge Elementary newsletter with upcoming dates.

Lost and Found

Parents or guardians are invited to check for lost items at the lost and found area in each school. By the end of school year, the lost and found accumulates quite a collection of unclaimed items. Items remaining at the end of the year are donated to a charitable organization.

PowerSchool

Parents or guardians and students can access PowerSchool and view current grades, assignment scores and attendance for the classes in which their child(ren) are currently enrolled. A Username and Password are required to access PowerSchool. If you do not have a Username and Password, contact your school office.

Physical Education

Physical education classes, taught by a specialist, are offered to all students in grades K - 5. A Physical Education curriculum has been developed and is a part of the regular instructional day. No special uniform is required, though it is strongly suggested that gym shoes be worn on gym days.

Music

An instruction program is offered on string instruments for students in grades 4-5. Schedules vary from year to year. Instruction is often scheduled before school but sometimes must be scheduled during the academic day. In addition to the instrumental music programs, general music classes are provided as a part of the regular weekly instructional program for all students in grades K - 5.

Promotions and Retention

If it is decided that a student is to repeat a grade, the records must support that decision. It is strongly suggested that if retention is being considered, the retention take place as early as possible in the child's school career, (i.e. kindergarten or Gr. 1), though not limited to those grades. Decisions regarding promotion or retention will be a cooperative effort between the parent, child, teacher, and principal. Factors such as physical and social maturity, effort, stress, health, attitude, and opportunity to improve are important factors to consider when decisions are



made about promotion and retention. According to school board policy, students with excessive absences may be considered for retention.

Study/Field Trips

Classroom teachers may occasionally schedule study/field trips. Study/field trips can be a valuable learning experience. Participating in learning trips is not a right, it's a privilege. It's an opportunity to put forth your best behavior and know you are representing our school. The teacher will arrange for district bus transportation to and from these events.

Pets

Pets and other animals are generally not allowed in schools or on the school premises due to allergies, safety concerns, etc.

Illness, Injuries & Accidents

In the event a student becomes ill or an accident occurs at school, the school will provide emergency care, notify parent or guardian, and in serious instances, summon a doctor and/or arrange for hospitalization. All accidents that occur on school property or during school activities should be reported to the principal's office. The school district provides no medical insurance benefits for school related injuries. Damage to or loss of glasses or any other personal property is not covered under any school insurance plan.

Tobacco Free Policy

The Bismarck Public School District has a comprehensive Tobacco Free policy. Tobacco use is the leading cause of preventable death and disability in North Dakota. For the purposes of this policy, "tobacco" is defined to include any product that contains tobacco, is manufactured from tobacco, or contains nicotine.

1. Possession and/or use of tobacco products by students, staff, and visitors on district property, in district vehicles and at school-sponsored events (whether on or off district property) is prohibited at all times. This policy includes all events sponsored by the school and all events on school property that are not sponsored by, or associated with, the school.
2. The School District will not allow advertising of tobacco products in school buildings, on school property, at school functions, on district property and in all school publications. This includes clothing that advertises tobacco.



3. Individuals requesting assistance with tobacco cessation services will be referred to North Dakota Tobacco Quitline or North Dakota QuitNet. These are free cessation services provided to citizens of North Dakota.

Medication

Under most circumstances, prescription and non -prescription medication should be administered to or by students before or after school, and under parent or guardian or medical supervision. If a student must take or receive prescription or non -prescription medication while on school property or during district -sponsored events, his/ her parent must first submit written authorization.

All medication authorization forms and student health plans are on the district website under Quick Links, "Health Services Policies." If your child has a Health Plan and needs to take medication for that condition, the Health Plans now include the authorization to give that medication. If your child must take medication for any different reason, use the general medication authorization form, Medication Administration Authorization: Preschool/Elementary.

Students who require an inhaler at school must have the appropriate health plan completed. If the student is going to self-administer their inhaler, their healthcare provider must sign the Health Plan, according to state law. Students who require an EpiPen at school must have the appropriate health plan completed by parents as well as the Healthcare Provider Action Plan completed by their healthcare provider.

All medications brought onto school grounds must be in their original packaging, with the pharmacy label (prescription) or package instructions (non-prescription) clearly intact and readable. Medications brought to school in baggies, envelopes, or other types of containers will be kept in the office but not administered. A parent will be notified.

District staff shall monitor all situations involving student medication. Medications carried by students will be confiscated and parents will be notified if proper authorization is not on file.

Allergies

The Bismarck Public School District is aware of increasing concerns for children with life threatening allergies. The most common allergens are peanuts and tree nuts. There is a District policy and a Severe Allergy Handbook available at the school office and under the "Parents" tab on

the district website. Please review the Handbook for more information. Accommodations for students with life-threatening allergies are made according to age and developmental level. Forms for the student's health care provider and parent or guardian are required and are available on the school website. School staff have received education and training regarding allergies.

Communicable Diseases

When any symptom of a communicable disease appears, please keep your child at home from school. A list of school district documents and information on common contagious diseases and conditions is located at <https://www.bismarckschools.org/Page/1995>.

Illness Guidelines:

To return to school after illness your child must:

- Be without vomiting or diarrhea for 16 hours
- Be without an uncontrolled or persistent cough
- Have an oral temperature less than 100.4 degrees without the use of medications
- Feel well enough to take part in the usual school day.

Chronic Health Conditions

If your child has a chronic health condition such as asthma, diabetes, seizures, or allergies, please complete a school health plan. You may obtain a form from the school office, your school nurse and on the district's website at <https://www.bismarckschools.org/Page/1994>. Health plans need to be completed annually.

Immunizations

Special emphasis should be placed on the need for childhood immunizations due to the increasing number of cases of vaccine-preventable diseases such as pertussis (whooping cough). In order for the school to comply with state law, children must be adequately immunized before school entry. If children are not properly immunized within the first 30 calendar days of school entry, exclusion from school will be deemed necessary by the principal under state law. The Certificate of Immunization must be completed and signed by the healthcare provider and submitted at the time a child registers to attend school or to the school office by the first day of school. This Certificate becomes part of the student's school record. The schedule of required immunizations is available at the following website:

<https://www.health.nd.gov/immunize/schools-and-childcare>. Questions and concerns can be discussed with the school nurse, Bismarck Burleigh Public health (for appointments call 701-355-1540), and your healthcare provider.

Wellness Policy

Bismarck Public Schools has a Physical Activity and Nutrition Policy. The policy states "Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and 100% juice, milk or water as the primary beverages". High-calorie snacks eaten in the morning may cause students to eat poorly at lunch and get hungry later in the school day. Keep the children's health in mind when bringing snacks or celebration foods to the classroom. The Healthy Snack List provides recommendations for light snacks appropriate for fueling young bodies and minds and are available on the District website under Quick Links, "Snacks & Parties."

Athletic Tickets

Season activity tickets for all Bismarck High School, Century High School and Legacy High School home activities (excluding tournaments) are available for \$30 per student, \$85 per adult and \$50 for senior citizens (62 years of age and older). There will be well over 100 athletic events during the year for which the tickets will be honored. There is an additional \$1 surcharge for each event at the Bismarck MDU Community Bowl or the Bismarck Event Center.

Athletics (Extra-Curricular)

Sports programs are available for boys and girls in the third, fourth and fifth grades through the Bismarck Park District. Basketball, volleyball and cross-country activities are scheduled each year. The emphasis of these programs is entry-level fundamentals, fun, teamwork, cooperation, conditioning, recreation, confidence-building, and good sportsmanship. While competition is necessarily a part of these games, efforts will be made to avoid unhealthy levels of competition in elementary sports.

School Parties

Three classroom parties and an end of the year celebration are permitted each year. Occasionally, individual classrooms will have a smaller scale celebration for reaching a classroom goal. Students from families who have beliefs that conflict with the celebration of these events will be excused from these events.



Invitations to Birthday Parties

If your child is having a birthday party or sleepover, we ask that you do not send invitations to school. When requested, schools are able to provide a school directory, which contains information parents or guardians have consented to, including family mailing addresses/contact information. This allows for invitations to be sent by mail or delivered personally outside of the school setting. While we know that all of these acts are done with the best of intentions, there have been numerous instances where children end up fighting and/or crying because of who is or who is not invited to a party. Invariably, some children end up with hurt feelings and the school staff spends time resolving the conflicts during learning time.

Parent/Student Signature Page

I, _____ will commit to helping my child work toward and follow all the Elk Ridge rules and procedures. I will also commit to reviewing the Elk Ridge handbook with my child throughout the school year.

I, _____ will commit to following the Elk Ridge rules and procedures to the best of my ability striving toward excellence.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Please return to your classroom teacher.