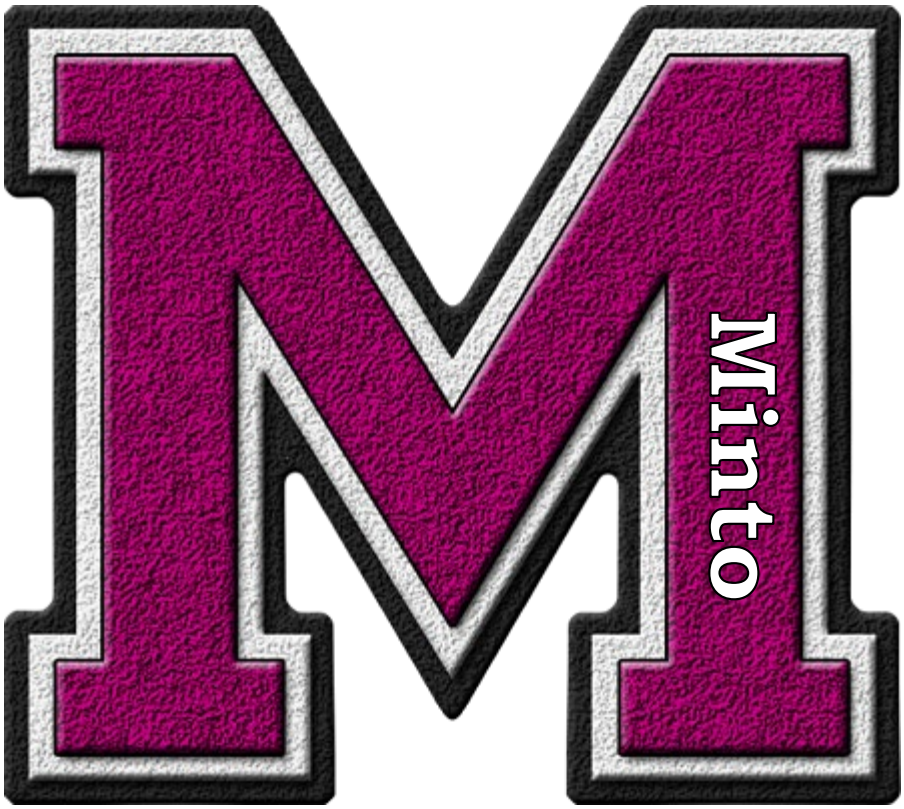


Hewitt Elementary School
Student Handbook

District Office Hours: 8:00 am – 4:00 pm
Hewitt Elementary School Day Hours: 8:30 am – 3:30 pm

PowerSchool website: www.minto.ps.state.nd.us
Minto Public School website: www.mintok12.org
School Facebook Page: www.facebook.com/mintopublicschoo

Dear Parents, Guardians and Students,

Welcome to Minto Public School! This handbook will provide you with the necessary information in respect to the school and its operation. It will acquaint you with school policies and procedures that are designed to provide an educational environment that is conducive to learning and, at the same time, is safe, healthful, and pleasant.

A school is most successful when parents, teachers, students, and others in the community cooperate in a total team effort. We encourage you to visit the school, attend parent-teacher conferences and school board meetings.

Our Mission
Challenging today's students by inspiring and empowering them for tomorrow's world.

Our Vision
Our vision is to provide a superior and comprehensive educational experience for the students and families we serve. We will accomplish this by ensuring a dynamic and innovative academic curriculum, which challenges all students to their fullest potential in a safe and healthy environment.

Our Values
We will provide a safe, innovative, and challenging learning environment where students can grow in a community, which supports an innovative academic curriculum with opportunities to participate in extra-curricular activities.

SCHOOL TELEPHONE/FAX ETC.
Main Office: (701) 248-3400
Fax: (701) 248-3001
Many calls come to the school asking for messages to be delivered to students. We ask that calls be for emergencies only. Your cooperation is greatly appreciated in limiting calls for students for emergencies only.
The school phone is a business telephone and we ask that students cooperate as follows:

1. Use the telephone only when necessary.
2. Use the telephone only with permission to do so.
3. Discourage others from calling you at school. (Only in emergency)
4. Be courteous and polite when using the phone.

SCHOOL BOARD

Tony Gudjates-President
Brian Dauksavage
Jay Gudajtes
Thomsa Sitzer
Trevor Slominski
Joni Hovde
Jason Flanders

Shane Robinson: Superintendent/Activities Director/Transportation
Andrew Mondry: High School Principal
Stephanie Collette: Elementary Principal
Sarah Mondry: Business Manager
Tami Altendorf: Administrative Assistant/Lunch Program
Sandy Gerzewski: Office Assistant
Pat Einarson: Food Services
Sheri Wysocki: Food Services
Mardell Niswonger: Food Service
Shelley Schuster: Food Service
Kevin Schuster: Bussing
Mark Wilson: Building and Grounds
Shirley Edelburg: Building and Grounds

Preschool: Traci Kittelson
Kindergarten: Makenzie Shaffer
First Grade: Michelle Byzewski
Second Grade: Lexy Awalt
Third Grade: Maddie Severson
Fourth Grade: Lydia Severson
Fifth Grade: Abby Lopez
English: Paige Sundby
Science: Molly Pengilly
Social Studies: Art Shutt
Technology: Carly Flanders
Math: Olivia Norman
Special Education: Katie Gerszewski
Speech: Courtney Loken
Special Education: Kelsey Byron
Title I: Heather Lizakowski/Stephanie Kirkeby
Library/SmartLab/Tech: Nicky Robinson
Music: Misti Koop
Physical Education: Christina Gonzales
Interim Counselor: Linda Lutovsky
Extended School Program: Nicky Robinson
Social Worker: Alyx Altendorf
EL: Maggie Coffinet

Para Professionals:
Jessica Gonzalez
Tammy Fenner
Sandra Almen
Jackie Trevino
Rochelle Grindahl
Carol Osowski

PHILOSOPHY OF MINTO PUBLIC SCHOOLS

We believe that the school should be representative of the community that it serves. It is the responsibility of the school district to educate all students regardless of ability, color, race, or creed. The Minto Public Schools firmly believes in teaching the basic skills, cultural appreciation, citizenship, human relations, vocational skill, and self-realization. These as well as economic understanding, awareness of physical environment, mental and physical health, and creativity are an integral part of the educational process. To promote this mission, the following objectives have been set forth in order to prepare students academically and vocationally.

1. To develop an awareness of civic rights and responsibilities in a democratic society.

2. To promote an appreciation and respect for the worth and dignity of each individual.

3. To develop and practice sound moral, social, and ethical behavior.

4. To promote a zeal for continuous learning and self-development.

5. To develop the skills necessary for all students to meet the challenges of our global world.

6. To develop skills in economic management of natural and human resources in our environment.

7. To provide a broad academic and vocational curriculum to meet individual needs.

8. To provide academic and vocational training necessary for effective oral and written communications.

9. To develop proficiency in problem solving and critical thinking in both academic and vocational preparation.

10. To promote an appreciation of and to develop basic skills in the fine arts.

11. To provide an opportunity for individual and group expression by offering a balanced extra-curricular program.

Board Policy

Board policies are located at our school's web site at http://www.mintok12.org/. Specific references will be made to these policies throughout this handbook. District officials at the building level must request records from other districts on transfer students. They must be received within 40 days. If not received within the required time period, school officials must notify the North Dakota Missing Persons Clearing House at the above address. Each administrative unit shall respond to

record transfer requests within ten days of receipt. (Ref. Board Policy FACB)

IMMUNIZATION

The 2003 Legislature amended Section 23-07-17.1 NDCC, the School Immunization Law. Under the new law, no child will be admitted to a public or non-public kindergarten, elementary school, junior high school or senior high school unless they have a Certificate of Immunization on file. The required immunizations are as follows:

5 Diphtheria-Tetanus-Pertussis (DPT)
4 Oral Polio Vaccines (OPV)
4 DPT and 3 OPV vaccinations are acceptable if the last dose was received between four and six years of age.
The first MMR is recommended at 15 months of age; the second MMR is required for school entry.

It is suggested that you make arrangements immediately to have your child's certificate brought up to date if you have already not done so. The Certificate of Immunization will be available at the school, area health office and the medical clinics. Please notify the school when these shots have been given so we may keep your child's record up to date.

DISTRICT PARENTAL INVOLVEMENT POLICY – TITLE I

Part I: The Minto School District agrees to implement the following statutory requirements:

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

comments with the plan when the school district submits the plan to the Department of Public Instruction.

- The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than $500,000.)
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

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

  (A) that parents play an integral role in assisting their child's learning.
  (B) that parents are encouraged to be actively involved in their child's education at school;
  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Part II: The Minto School District will take the following actions to involve parents in the joint development of its district parental involvement plan: Annual Parent Meetings, Parent Surveys regarding program improvement, Monthly School Improvement Meetings, and the Annual Preliminary Goal Setting Meeting.

The Minto school district will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Teacher professional development, principals will act as the parent liaison in each building, monthly School Improvement meetings, and the annual review meeting.

The Minto school district will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically describe end below:
The school district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress
- how to work with educators

School Breakfast Program, ESP, PowerSchool (Internet Access), Parent/Teacher Conferences, Star 360 and the Curriculum Review Cycle.

The school district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: Letters, Newsletters, Brochures, PowerSchool, Email Contacts, and Staff/Parent Contacts.

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

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

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

The Minto school district will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs by: working together with Head Start/Even

Start/Pre-school to make an easy transition to school. School staff will communicate with these outside agencies before the child starts school.

The Minto school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Title 1 staff will meet with staff from Head Start and Reading First to share strategies and to try to be consistent with parental involvement strategies.

The Minto school district will take the following actions to involve parents in the process of school review and improvement: Parents will be provided the opportunity to participate in the Annual Review Meeting, Monthly School Improvement Meetings, and Surveys.

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

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

Part IV: This District Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs as evidenced by two official readings of this policy. This policy was adopted by the

Minto school district on November 17, 2014 and will be reviewed yearly. The school district will notify to all parents of this policy at the beginning of every school year.

PRIVACY RIGHTS

The Minto Public School District #20 extends official notification of their commitment to the Family Educational Rights and Privacy Act (FERPA which affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The District may also disclose "directory" information such as a student' name, address, telephone number, date of

birth, honor and awards. If the parent does not want directory information released, they must contact the school where the student attends within two weeks.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-4605 (ref. Board Policy FG).

FEDERAL ASSURANCES AND NON-DISCRIMINATORY POLICIES

The Minto Public School District #20 is a public entity. Its service is to provide educational opportunities to the students of District #20. All inquiries that relate to Federal Assurances and non-discriminatory policies shall be processed in accordance with the procedures outlined in the school district Affirmative Action Plans for educational programs in Minto Public Schools. The School Board gives its assurance to various policies as it **applies in the following areas:**

1. **Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C 2000det eq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal** Financial Assistance. Inquiries regarding Title VI should be direct, 29 USC 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal Financial Assistance. Inquiries concerning the applications of section 504 of the Rehabilitation Act and possible noncompliance can be referred to the Superintendent of Minto Public Schools, 200 4th Street, Minto, North Dakota, 58261, Telephone (701) 248-3400.

2. The Minto Public School System, in accordance with Federal Statutes, does not discriminate against anyone because of sex in the educational programs or activities which it operates with Federal Assistance, and follows requirements by Title IX and Part 86 of the Department of Health, Education and Welfare regulations not to discriminate in such a manner. This requirement of non-discrimination extends to educational programs and activities as well as to employment therein. Inquiries concerning the applications of Title IX and possible noncompliance can be referred to the Activities Director of Minto Public Schools, Minto, North Dakota, 58261, (701) 248-3400.

3. Inquiries regarding Title IV and information or action request relating to section 504 of the Rehabilitation Act should be directed to the Superintendent of Minto Public Schools, 200 4th Street, Minto, North Dakota, 58237, (701) 248-3400. All inquiries that relate to Federal Assurances and non-discriminatory policies shall be processed in accordance with the procedures outlined in the school district's affirmative action plan.

4. Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (701) 248-3400. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. (ref. Board Policy AAC. AAC-BR)

5. The Minto School District agrees to the provisions of the section 504 of the Rehabilitation Act of 1973 as amended

Bus Students:
Regular bus students are allowed to ride the buses in the morning and afternoon. The buses will pick-up any students at its regular stops in the morning and drop off at its regular stop. If this changes, please inform the office and the bus driver. If your student is not a bus student but needs to ride the bus on a day, please call the office. Breakfast will be served from 8:00 a.m. – 8:25 a.m.

Students Walking Home: Grades 4-6 can walk home or ride bike to and from school. An older sibling must accompany students in Grades 3 and younger.

Picking up your Student: For safety reasons, when picking up your student in grades 3 and younger, the parent must physically pick the student up from their classroom.

Hewitt Elementary School Goal:

1. Minto School will work cooperatively with parents/guardians of students to increase family involvement and student attendance to achieve growth in academic and social emotional learning.

Visitors:
Visitors are welcome to come to school for educational purposes. All visitors are bound by confidentiality and FERPA. The main purpose of classroom visits is for individual parents to gather information about their own child to better help in the educational process. Please contact the classroom teachers or the building principal. All visitors must check in and sign in at the main office.

Addressing Concerns:
When parents or guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from the person, contact the student's teacher, and then the building principal for assistance. You will be asked to state the concern and if the matter is still unresolved, then contact the superintendent.

Admissions/Enrollment/Transfer Procedures (All grade levels):
In accordance with North Dakota Century Code all students enrolling and/or transferring into the school district will furnish school officials with appropriate documents of identity. Acceptable documents will be Birth certificate, Baptismal certificate, or acceptable school records sent directly from previous school, official copies of guardianship in all parental separation/divorce documentation are required.

Proof of identity will be presented within 40 days of the student's initial enrollment. If documents have not been presented, school officials involved in the enrollment process will notify the local law enforcement and the North Dakota Missing Persons Clearing House Box 5511, Bismarck ND 58502-5511 701-224-2127

District officials at the building level must request records from other districts for transfer students. Records must be received within 40 days. If not received within the required time-period, school officials must notify the North Dakota missing persons clearing house at the above address.

Request for Services: A form at the back of the Handbook or in the main office is to be filled out to request a 504 or special education services.

Birth Certificates:
North Dakota requires a copy of a student's birth certificate in the school file.

Legal Name:
North Dakota law requires that a pupil's legal surname be used on all records maintained by a school and also requires the use of the legal surname in all communications involving the student.

Extended School Program:
Students may enroll in the Extended School Day Program. (ESP) for before school and afterschool programs. Registration forms are available in the school office. Once registration is complete, you will be notified if your child is enrolled in the program. Morning ESP hours are 7:30-8:00. Afternoon ESP hours 3:30-5:30.

Preschool:
The School Ready Preschool program is offered Monday, Tuesday, Wednesday and Thursday. The morning session starts at 8:30 – 11:30. Afternoon session 12:30 – 3:30.

Kindergarten:
Full day kindergarten is offered to all students who reach their fifth birthday before August 1.

ATTENDANCE AND ABSENCE PROCEDURE

Attendance: The school board recognizes that regular attendance is necessary for the welfare of all students as well as the general morale of the entire school.

Compulsory Attendance: "Every parent/guardian, or person who resides within any school district or who resides upon any government base or installation without any school district and has control over any educable child of any age of seven years to sixteen years who does not fall under the provision sections 15-34 1-20, 15-34 1-30, shall send or take such child to a public school each year during the entire time such school is in session" Reference North Dakota School Law (15-34 1-01).

If your child will not be in school, please call the school office and provide the following information:
1) Name of Child 2) Classroom teacher 3) Reason of Absence. If you expect your child will be absent from school for more than one day, give the estimated duration.
Types of Absences: The Minto School District recognizes three types of absences.

1. **Excused:** excused absences shall be those caused by illness, injury, family emergency, religious observance, medical appointments with a doctors note, or those absences granted **in advance** by the principal. In the case of an absence granted by the principal, the work must be made up ahead of time. The responsibility for making the absence excused rests with the parents/guardians of the student.

2. **Unexcused:** with parent/guardian's knowledge and/or consent: If a student is absent with parent/guardian's consent for reasons other than those stated above, the parent/guardian is expected to call the principal's office to explain the absence (Family request, overslept, or illness). If a child is absent more than three consecutive days, the school office shall contact the child's parent/guardian. If the absences become habitual and the principal is not satisfied that the absences are excusable, the principal shall file a report of Truancy and suspected child abuse or neglect with the Walsh County Social Services and the State's Attorney for appropriate action.

3. **Truancy:** "Truancy" defined as being absent from one or more classes without the consent of parent/guardian or school officials. Disciplinary action shall be taken in all cases of Truancy.

- Students must not be absent more than 20 days in a school year to receive credit for the year.
- Exceptions that may be approved include excessive illness substantiated by a statement from a doctor. Regular attendance is important for successful learning. Parents/Guardians will be contacted if absences are excessive in each semester. Absences above ten (10) in a semester will be referred to Walsh County Social Services.

- Because our school is concerned about child safety, anyone wishing to enter the school must first check in at the Main Office during the school day.
- Students leaving the school building during a school function are to plan on leaving for good. You will not be permitted to return unless you had permission to leave from the administration.

ILLNESS AND INJURY:

If a child becomes ill at school, his/her parents/guardians will be called.
In the event that the child is injured, first aid will be administered. If the injury has any degree of seriousness, parents/guardians will be called.

LOST AND FOUND:

There is a lost and found area in the elementary. Check if you have articles missing.

Report Cards and Grades:

Report cards are sent out four times a year approximately every 45 days.
Report cards are given directly to the parent or guardian. You can also view your son/daughter's progress through PowerSchool using your login and password provided by the school. If you need assistance with this, see your child's principal.

SPORTS ELIGIBILITY

Students must be passing all subjects to be able to participate in sports.

SCHOOL ISSUED TECHNOLOGY

Students in grades 6-12 will be issued a device to use for school purposes. In recognition of the advantages that come from being issued a Device and the considerable expense to Minto School in funding the device program, the student and student's parent/guardian acknowledge that they must bear some risk for the possibility that the device may be damaged, lost, or stolen.

Minto School will determine the damage to the device and charge the student accordingly according to the following terms:

- Intentional/Deliberate Damage: The student and the student's parents/guardians are responsible for the actual cost of repair or replacement, whichever is less, when a device is damaged or destroyed because the student committed or intentionally facilitated a deliberate act of damage or vandalism.

- Unintentional/Accidental Damage: When a device is damaged as a result of unintentional or accidental circumstances, the student and student's parent/guardian will be assessed the following fees:

- For the first occasion, the actual cost of repair or $100, whichever is less.
- For the second occasion, the actual cost of repair or $200, whichever is less.
- For the third and any subsequent occasions, the actual cost of repair or the actual replacement cost, whichever is less.

Bad Weather:
If it is necessary to call school off because of inclement weather, such announcements will be made before 7:45 a.m. on WDAZ, Facebook, and the School App, as well as sent via the Alert System. Bus announcements concerning buses will be made earlier. If a storm develops during the school day, parents are asked to wait for a Facebook announcement as well as our Alert System. In the event no announcements are made, please assume that school will operate until the usual time. In such weather conditions, parents are also asked to use their discretion in sending or picking up their children. Bus students must have a storm home in Minto.

Personal Belongings:
Student's names should be on all their personal belongings so found items may be identified and returned. Students should not have excessive money or valuables in school. Electronic devices, I pod players, games and toys should not be brought to school. The school does not accept responsibility for lost, stolen, or damaged personal items.

PERSONAL APPEARANCE
It is not the intent of the school to determine dress and styles of students. However, general guidelines are used to assure a positive learning atmosphere. Dress and grooming are important to the student body. Students must wear shoes at all times. Hats, caps, hoods, and head scarves/bandanas are not to be worn in school. Students wearing inappropriate attire will be instructed to get it changed or go home immediately and return dressed accordingly. Inappropriate attire may include clothing with a derogatory saying or double meaning with sexual, illegal or derogatory connotations. Clothing that advertises alcohol, tobacco products, or other substances deemed hazardous to one's health are inappropriate. Spiked garments, spiked collars, and spiked bracelets, as well as chains are not to be worn in school. (ref Board Policy FFH)

School Dress:
All students should dress appropriately. Extremes in dress and grooming are discouraged. Rain or winter weather requires outdoor boots. Remember students go outside all year and students must dress for the weather when playing outside.

1. Clothing shall not have writing and pictures on it that promotes drugs, violence, gang membership, sexual innuendo, or alcohol use.
2. Clothing should be appropriate for a school setting and should not contain obscenities or graffiti that may be considered offensive by other students.
3. Hair and clothing should be clean.
4. Hats or other types of headgear are not to be worn in the school building during regular school hours.
5. Outer jackets or coats are not to be worn in the classroom unless the instructor deems it necessary.
6. All shorts and pants must be worn in an appropriate manner. Students will be asked to go home and change if deemed necessary by the school.
7. No revealing or inappropriate clothing is to be worn. This includes, but is not limited to, clothing that is excessively revealing or potentially revealing such as: miniskirts, short shorts, tank tops with thin straps, crop tops, loose fitting or low-cut halter tops, mesh shirts or game jerseys without shirts underneath, shirts or pants that are see through.
8. No chains are allowed. (These are chains that are worn on the waist or belt)
9. Shorts or spandex are a suggestion to be worn under dresses or skirts.
10. All clothing and footwear must be appropriate.

Administration discretion will be used to determine if apparel is appropriate.

WINTER DRESS:

Students will wear boots during the winter months. All students are to wear a jacket and carry with them cap, mittens or gloves, snow pants or snowsuit and boots. Students need a written excuse if they are to stay inside during recess. We ask that they stay in no more than 3 days in a row unless they have a doctor's excuse. Apparel should be marked with the child's name so it can be identified and returned if lost.

All Bus Students are to have a coat, boots, mittens or gloves, and hat to ride the bus in the winter time.

Leaving the school grounds:

Students, who find it necessary to leave the school grounds for various reasons, must bring a written note or their parents must contact the Minto School Office. In case of illness, children will be sent home only if the parent or guardian has been notified. Only the student's parent, guardian, or other responsible adult have permission from the parent or guardian will be allowed to pick up the student. If the school office has not been notified the school office will contact the parent/guardian before the student is released to someone other than the parent/guardian.

Cell Phones/Smartwatches:
Cell phones and smartwatches are not to be used during the school day at Hewitt Elementary. Students bringing cell phones or smart watches must keep them off and turned into their classroom teacher.

Extra-Curricular Activities
Students in grade 6 and below will not be permitted to attend any activity in which they are not a participant, unless a responsible person accompanies them. The responsible person must be at least 14 years old. The responsible person is in charge of the direct supervision of the student.

Classroom Snacks Nut Free:
Students today have a variety of health and allergy conditions, including life-threatening nut allergies. **Hewitt Elementary is nut free.** No snacks are allowed if they contain nuts. Any snacks brought into the school for a classroom group must first be approved by the office. All snacks for classroom groups must be store bought. A suggested list of nut free snacks can be found on the Minto School District website or in the main office.

Security Cameras:
Minto Public School building and some outside areas of the school grounds have security cameras which are operational at all times.

Animals for Show and Tell:
No person may bring an animal on to school property or in the building.

Field Trips:
Each school year, classroom teachers plan various educational field trips for students to enhance their learning experience. Parents/guardians will be notified in advance if the students will be leaving the school building. If you do not want your student to attend a particular field trip, please notify the supervising teacher.

Photographing and Video Taping of Students:
During the course of the school year, children may be photographed in a variety of school-related activities for publicity and public relations and given to the local news media on those occasions that warrant it. If you do not wish to have your child photographed, you must notify the school office in writing of your objection. In the absence of such a written objection, any child may be photographed and the resulting image(s) displayed publicly with their name.

Administering Medicines to Students:
Medication should be administered to students by parents/guardians at home. In the circumstance where medication is prescribed to be given during school hours,

school personnel, under appropriate procedures developed and supervised by the principal may administer medication. Health forms must be completed, signed and filed in the school office.

Procedures will include the following:

1. School medication forms will be filled out. Medicines authorized by parents will be kept in the Main Office. Medication must be in the original pharmacy labeled container. No medications will be accepted and administered to a student by the school office that is not in original pharmacy container.
2. The label on the medication container must have the name and telephone number of the pharmacy, the student identification (Name), name of the physician, name of the drug, dosage, and when the medicine is to be given. An accurate and confidential system of record keeping will be kept in the school office.
3. Inhalers may be kept with the student. The school office must have a signed health form on file.
4. An Epi-Pen may be kept on person and should be with the person at all times.
5. Medications that are not in original container or original pharmacy labeled container will not be accepted. No medication in baggies, envelopes, or pharmacy bottle not labeled will be accepted.
6. Over the counter medication is to be kept in the main office. It must be in its original container. Labels must be legible. Specific written directions for administering must be provided to the school. No medicine including over the counter medication will be given out without the medication authorization. These forms may be picked up in the office. This includes cough drops.

Asthma-self medicating

1. A student who has been diagnosed with asthma or anaphylaxis may possess and self-administer emergency medication for the treatment of such conditions provided the student's parent files with the school a document that is signed by the student's health care provider which:
    - Indicates that the student has been instructed in the self-administration of emergency medication for the treatment of asthma or anaphylaxis:
    - Lists the name, dosage, and frequency of all medication prescribed to the student for under the treatment of the student's asthma or anaphylaxis, and
    - Includes guidelines for the treatment of the student in the case of an asthmatic episode or anaphylaxis.
2. Neither a school district nor any employee of the district is liable for civil damages incurred by:

- A student who administers emergency medication to himself or herself in accordance with subsection 1.
- An individual because a student was permitted to possess emergency medication in accordance with subsection

3. For purposes of this section, "emergency medication" includes a prescription drug delivered by inhalation to alleviate asthmatic symptoms' and epinephrine auto injectable pen. (NDCC15.1-19-16)

Searches of Desks and Storage Areas:

Desks, storage areas and lockers are the property of the Minto public School and are assigned for school use only. Ownership and control is retained by the school district. All school property including desks, storage areas and lockers are subject to searches by school officials with or without prior notice to the student. Access is a legal right of school official's whole responsibility is to protect the health, safety, and welfare of all students enrolled.

Student Code of Conduct:

1. The School Board, Administration and instructional staff require that each and every student maintains a standard of conduct above reproach in school, on school property, and at any school-sponsored activity. They shall be required to respect constituted authority, to conform to school rules and regulations and to those provisions of law which apply to the conduct of minors and adults. Students are to be familiar with the student Code of Conduct and consequences for violations of policy. To equal educational opportunity and freedom from discrimination.
2. To due process of law.
3. To privacy.
4. To participate in student activities.
5. To personal property.
6. To freedom of inquiry and expression.
7. To be informed of school rules.

Students have the responsibility:

1. To attend school daily and to be on time.
2. To pursue and attempt to complete the elementary grade level curriculum.
3. To make necessary arrangements in making up school work missed due to absenteeism.
4. To assist the school staff in running a safe school.

5. To be aware of all school rules and regulations and to conduct themselves in accordance with these rules and regulations.
6. To assume that until a rule is waived, altered, or appealed, it is in effect.
7. To be aware of, and comply with, state and local laws.
8. To volunteer information in disciplinary cases and cooperate with school staff relating to such cases.
9. To dress and groom to meet fair standards of safety, health and common standard of decency.
10. To protect and take care of school property.
11. To avoid the use of indecent or obscene language.
12. To express ideas in a manner that is not offensive or slanderous.

PENALTY FOR WILLFUL DISTURBANCE OF SCHOOL

"Any person, whether pupil or not, who willfully molests or disturbs a public school when in session, or who willfully interferes with or interrupts the proper order of management of a public school, by act of violence, boisterous conduct, or threatening language, so as to prevent the teacher or any pupil from performing their duty, or who, in the presence of school children, upbraids, insults, or threatens the teacher, shall be guilty of a Class B misdemeanor." North Dakota Century code (15-49-08)

The building administrator/principal will be responsible for responding to misbehavior as deemed, for it is not possible to list all the misbehaviors that may occur. They will investigate the misbehavior and assign consequences. Minor behaviors (as listed as part of our MTSS behavior plan) will be dealt with by the classroom teachers, para professionals, bus drivers, and other staff members of the district that it directly involved. If a student violates a rule that is also a violation of the law, the student will be referred to the police.

Corrective measures include but are not limited to:

1. Parental notification
2. Expulsion
3. Suspension (In-School and/or Out of School)
4. Detention
5. Loss of privileges
6. Notification of and/or referral to appropriate authorities
7. Restitution for damages
8. Confiscation
9. Clean-up Duty

MTSS BEHAVIOR/ACADEMICS

What is MTSS?

Multi-Tiered System of Supports (MTSS) is a whole child approach to provide targeted interventions and support to struggling students. MTSS supports academic growth and achievement, behavior, and social and emotional needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. MTSS provides a framework to respond and intervene to students with challenges that interfere with their ability to learn. The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education.

What does the MTSS process look like?

The MTSS process has three tiers. Each tier provides differing levels of support.

Tier 1, all students receive high quality curriculum and instruction in the general education classroom. All students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to classroom management, and refer/hold students to the expectations daily. Consistency is key. The teacher assists/supports all students and offers classroom interventions.

Tier 2, the teacher/school provides supplemental instructional support to some students, usually in small groups, to students who (based on data) need additional supports to what they are receiving from the general curriculum. The school provides supplemental targeted skills interventions usually in small groups. *Example – Reading or Math intervention in a group setting, CICO (Check In Check Out), Counseling Groups, Mentoring, this is layered onto Tier 1.

Tier 3, intense individualized instructional support is provided to students with the greatest needs, with frequent progress monitoring. Student centered planning is used to develop customized interventions with frequent progress monitoring. *Example – 1:1 Math support; 1:1 Reading support; CICO with mentor; Behavior Intervention Plan

Examples of data we look at:

- ELA (English Language Arts), Math and Science scores
- Collaborative Classroom Set Data
- Fastbridge Screening Data
- Attendance

- Grades (interim assessments, tests, quizzes, classwork, report cards, etc.)
- Office Discipline Referrals (SWIS Forms)
- Visits to the office
- Minor Incident reporting

CONCUSSION FACT SHEET FOR ATHLETES

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body
- Can change the way your brain normally works
- Can occur during practices or games in any sport or recreational activity
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged" or "had your bell rung"

All concussions are serious. A concussion can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better, but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice one or more of the symptoms listed below or that you "don't feel right" soon after, a few days after, or even weeks after the injury.

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion

What should I do if I think I have a concussion?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one or your teammates might have a concussion.
- **Get a medical check-up.** A doctor or other health care professional can tell if you have a concussion and when it is OK to return to play.
- **Give yourself time to get better.** If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself.

- Use the proper sports equipment, including personal protective equipment. In order for equipment to protect you, it must be:
  - The right equipment for the game, position, or activity
  - Worn correctly and the correct size and fit
  - Used every time you play or practice
- Follow your coach's rules for safety and the rules of the sport
- Practice good sportsmanship at all times

It's better to miss one game than the whole season.

CONCUSSION FACT SHEET FOR PARENTS

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even or what seems to be a mild bump or blow to the head can be serious.

What are the signs and symptoms?

You can't see a concussion, Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports, one or more symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

Signs Observed By Parents or Guardians	Symptoms Reported by Athlete
● Appears dazed or stunned ● Is confused about assignment or position ● Forgets an instruction ● Is unsure of game, score, or opponent ● Moves clumsily ● Answers questions slowly ● Loses consciousness (even briefly) ● Shows mood, behavior, or personality changes ● Can't recall events prior to hit or fall ● Can't recall events after hit or fall	● Headache or "pressure" in head ● Nausea or vomiting ● Balance problems or dizziness ● Double or blurry vision ● Sensitivity to light or noise ● Feeling sluggish, hazy, foggy, or groggy ● Concentration or memory problems ● Confusion ● Just not "feeling right" or is "feeling down"

How can you help your teen prevent a concussion?

Every sport is different, but there are steps your teens can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

What should you do if you think your teen has a concussion?

1. **Keep your teen out of play.** If your teen has a concussion, her/his brain needs time to heal. Don't let your teen return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says your teen is symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first – usually within a short period of time (hours, days, or weeks) – can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage, and even death.
2. **Seek medical attention right away.** A health care professional experienced in evaluating for concussion will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
3. **Teach your teen that it's not smart to play with a concussion.** Rest is key after a concussion. Sometimes athletes wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your teen convince you that s/he's "just fine".
4. **Tell all of your teen's coaches and the student's school nurse about ANY concussion.** Coaches, school nurses, and other school staff should know if your teen has ever had a concussion. Your teen may need to limit activities while s/he is recovering from a concussion. Thing such as studying, driving, working on a computer, playing video games, or exercising may cause concussion symptoms to reappear or get worse. Talk to your health care professional, as well as your teen's coaches, school nurse, and teachers. If needed, they can help adjust your teen's school activities during her/his recovery.

Parental Request form: 504 Plan or Individual Education Plan

I _____ request a meeting to discuss concerns regarding _____.
Parent/Guardian
Student

Date: _____

Date and Time request received: _____
Received by_____

Copy of request given to:_____**Time and Date**_____
Principal_____
Counselor_____
Special Education _____
Parent/Guardian _____