



**ROUGH RIDER 9-12
VIRTUAL ACADEMY**

2024-2025

STUDENT HANDBOOK





Roughrider 9-12 Virtual Academy 2024-2025 Student Handbook

Qualities for a Successful Virtual High School Student:

1. **Fluency in Reading:** Students should possess strong reading skills to comprehend, interpret and process online materials, instructions, and resources effectively. As this is independent study – there is quite a bit of in-depth comprehensive and often times technical reading to most of the courses – especially the project-based courses which are the majority of elective classes.
2. **(Note) EL students** should have a 3.5 or higher on the axis test in all areas or composite and a minimum of a 3.8 in Reading - Granted a good student can overcome this - this is a suggestion.
3. **Effective communication:** Every student (and parent) need to be able to communicate – sometimes daily through the REMIND app with their instructor. As RRVA students are not in class – it is difficult if not impossible at times to know when a student needs help or guidance on coursework if they do not reach out to their instructor.
4. **Self-Motivation and Self-Starter:** A successful virtual high school student must be highly self-motivated and proactive. There won't be daily check-ins with a teacher, so students need to initiate their own learning process on a daily basis.
5. **Time Commitment:** Students should be able to dedicate 4-6 hours every day to schoolwork from a home setting – the same amount of time as you were if you attended school. This requires discipline and time management skills.
6. **Independent Work:** Virtual high school students must work independently and stay on pace with the set curriculum without supervision. This requires a tremendous amount of self discipline.
7. **Proficiency in Computer and Tech Skills:** Students must possess good computer and technology skills. This includes the ability to access and utilize tools like Google Meet, Microsoft Office (Word, PowerPoint), and be adept at converting and uploading files to web-based resources.
8. **Ability to Attend Online Meetings:** Students should be capable of logging in to meet with teachers on an as-needed basis for clarification, guidance, or support as well as the required time for testing as all tests are proctored with virtual meetings.
9. **In-Person Attendance for Testing/PE:** Students must still be able to attend in-person for all state and district testing requirements. Additionally, they must fulfill their physical education (PE) requirement through in-person activities since there is no online resource for PE.

Daily Schedule

Teachers will be available from 8:00-3:30 on scheduled school days. A teacher's schedule may vary depending on their face-to-face schedule. Please use the **REMIND** app to contact teachers to set up an appointment.

Instructors –

Kristy Goodall – Principal

Colin Kapelovitz – English Language Arts

Jeff Whitehead – Social Studies

Jamie Wyant – Mathematics

Kara Utt - Science

Kylie Solano - Electives

Calendar

The Roughrider 9-12 Virtual Academy will follow the DPS approved calendar.

Student's Schedule

- Students will be enrolled in 2 courses at a time and the set pace will be to complete 8 credits for the school year – the same as if the student was at DHS – Every 9 weeks students should be completing 4 classes or 2 credits...
- Courses typically are semester equivalent classes worth 0.5 credit upon completion
- Students may be partially online and/or face-to-face as necessary.

Learning Management System

Students will utilize Edgenuity for direct instruction.

Instructors will have periodic assessments/projects or other tasks outside of Edgenuity for students to complete for students to demonstrate understanding of critical concepts and the identified essential learning for the course.

Course tests and final will need to be done using a Google Meet that will be arranged with the instructor through **REMIND**. (See next paragraph)

All students MUST use a district assigned device for testing

The Edgenuity URL is – <https://auth.edgenuity.com/Login/Login/Student>

Once there – your username should be your school email and your password is _____

Parent/Student Communication -

Students and parents/guardians are encouraged to communicate weekly with the student's online teacher. This communication can be virtual or face-to-face with a scheduled appointment or communicate directly through text with the **REMIND APP** . (you can use your phone app or the web-based site for this software)

DOWNLOAD REMIND – the school code is RRVA22

Graduation Requirements

Students will need to earn a total of 26 credits. (Each course is 0.5 credits)

- 4 credits English Language Arts
- 3 credits Mathematics
- 3 credits Science (Physical Science, Biology, Forensic Science, Environmental Science, Earth and Space Science)
- 3 credits Social Science (United States History, American Government, Economics, and 1 elective credit)
- 1 credit in Physical Education or ½ credit in PE and ½ credit in Health
NOTE - (PE must be done in person) – there is currently no online option for this
- 3 credits of Foreign Language, Career and Technology Education, or Fine Arts.
- 9 additional elective credits. Please see any teacher for a list of available elective courses.

*NOTE – Currently there is NO approved EARLY GRADUATION option for the RRVA

Grading Process

Students or Parents can log into Edgenuity Parent Portal to access students grades at any time – please get a code from a teacher or administrator or ask to receive emails.

WE DO NOT UTILIZE POWERSCHOOL FOR DAY-TO-DAY GRADES

Grading Scale

100-90%--A

89-80%--B

79-70%--C

69-60%--D

59-0%--F

Attendance

For a student to be considered “in attendance” - a student must make the minimum required daily percentage – if taking 2 courses that is 5% per course per day (for a total of 10%) -

Adjustments may be made for students on an IEP or courses that are heavily project intensive. Please discuss any adjustments you may need for your course with the school administrator.

Failure to stay on pace may jeopardize your ability to graduate at the end of a 4 year graduation plan – as this pace is set to coincide with graduating on a 4 year program with the required number of credits per Dickinson Public Schools

Attendance is taken each Monday for the prior week. For each increment of 5% missing, 1 day missed attendance is marked off. As at DHS - upon receiving 12 “days” of missed attendance from a particular course, or 12 days of no progress – students will be assigned an F for the course and can enroll for one more round of classes or be required to take Online Learning and Digital Citizenship on a “academic probationary” basis. If students fail a second round of courses, they will be un-enrolled

from their virtual courses with a failing grade and be required to attend school either at SWCHS or DHS F2F for a minimum of a semester before they can re-apply for the RRVA program.

While students may not be responsible for daily classroom participation as in a traditional classroom setting, there is still an important need to participate on a regular basis. Student learning depends upon participation.

Students should be aware of the guidelines and expectations set forth by their online teacher at the beginning of the course. Extended absences from an online class, failure to complete assignments, communicate with instructors, etc., may result in failure of the course.

If an unexpected situation, such as illness, should arise and there is an extended leave from the course, the student must contact their online teacher and report the problem to their counselor and/or an administrator. They will discuss alternatives with the student regarding the next steps to take to ensure course completion.

STATE / DISTRICT TESTING MUST BE DONE IN PERSON

All students are expected to attend IN PERSON for state and district testing. The RRVA Administrator will send out notices as to when that testing is going to happen and if and when your child will need to attend. Students will need to bring their device – fully charged – to the testing session and stay until testing is complete. There is not an AT HOME / VIRTUAL option for state testing.

Technical Support

Technical Support will be available through the school district from 8:00 am to 3:45 pm based on the instructional days in the school calendar. The student may submit a help ticket using the

Student Advocates / Orientation

Each online student will have an advocate/parent/guardian that will go through an orientation/meeting before the start of that student being enrolled and courses begin.

Parent/Student/Teacher Conferences

The parents/guardians or teacher may request a conference on an as-needed basis. Examples for a request may be, but are not limited to, incomplete work, not meeting expectations or disciplinary measures. Notices will be sent out at the end of each 9 weeks in regards to how many courses were completed to date for the year and your student's progress towards graduation

Transfer

Students may transfer from the Roughrider 9-12 Virtual Academy to Dickinson High School, or from Dickinson High School to the Roughrider 9-12 Virtual Academy, during the semester break.

Classes at DHS

Students may take any course face-to-face from Dickinson High School that is not offered online. Students will follow all Dickinson High School handbook policies while attending any face-to-face classes.

Discipline Policies

Dickinson Public Schools provides an alternative learning environment in which all students may achieve academic success. The school will not tolerate any actions from students, parents/guardians, or visitors that interfere with the educational services of the school or jeopardize the health, safety, or well-being of any member of the school community.

Academic Honesty

Academic honesty is of the highest importance through the RRVA. Students who engage in any type of cheating are subject to disciplinary action, including but not limited to, failure of the assignment to loss of credit in the course.

This can include but is not limited to accessing sites such as *Brainly*, *Course Hero* as well as copy and pasting from websites (Plagiarism) using AI Generators, or accessing other electronic devices or websites during exams / testing times

Graduation

Students who complete the requirements for graduation will be invited to attend graduation which will be held at the end of the school year. The date will be determined by the school calendar. Diplomas will be handed out at the graduation ceremony or will be available after that date

Virtual Commitment/Success

For students to be successful, they are encouraged to work independently, stay on task, and sustain a regular schedule of logging in and maintaining progress towards course completion. Students are encouraged to contact the course instructors if they should have any issues or concerns. The District's Vision Statement is *Success for All*. Student achievement and success are imperative for all students attending Dickinson Public Schools. Following is a summary of the student's responsibilities in an online class.

Daily

- Students should log in with their correct username and password.
- Students should review the Edgenuity calendar for due dates/assignments.
- Students should access their course content and assignments.
- Students should resume where they previously left off.
- Students should make sure to complete their own assignments (independently – ensuring this is your own work).
- Students should anticipate upcoming quizzes or tests and should allocate enough time to complete the quiz or test.

Weekly (Or As Needed)

- Students should be in contact with their virtual instructor(s).
- Parents/Guardians and students should check the student's academic course grade to view how the student is progressing in the course.
- Students should discuss any questions that come up with their virtual teachers, counselors, or administration.
- Students should email their instructor with any problems they may encounter with the course.

- **Parents/Guardians are encouraged to communicate with teachers on a weekly basis to ensure success through REMIND or the EDGENUITY parent portal**

Extra-Curricular Activities

Students enrolled in the Roughrider 9-12 Virtual Academy will be able to participate in extra-curricular activities if they meet DHS academic standards, and expectations, and follow the standards included in the Dickinson Public School student activities guidelines and student activities code of conduct.

Academic Learning Center/Opportunity Period

Students needing additional support may set up times to meet Face to Face or in a Zoom Meeting with their instructor. Please make arrangements and contact your instructor through REMIND.

Response to Intervention (RTI)

The Roughrider 9-12 Virtual Academy will assist students who are experiencing academic difficulties. The RTI team will consist of the building principal, teacher(s), counselor, and social worker.

Students may be asked to physically come in for a period of time to receive the support they need to succeed in their academics.

Attendance/Completion Rate

Students may be asked to log in/check-in at certain times throughout the course. Students need to stay on pace with the instructor's curriculum expectations including due dates and test times. Typically, a **course deadline is 20 school days from the start of the course – THIS IS CRITICAL TO KEEP ON PACE FOR GRADUATION** - if you are taking 2 courses at a time. Reminder you **MUST** complete **5% PER CLASS EVERYDAY** there is a school day to stay enrolled in the RRVA

School Social Worker Services

School Social Workers in Dickinson Public Schools are trained mental health professionals, with a degree in social work and licensed through the state of North Dakota. School social workers help students through prevention, assessment, intervention, and support. School social workers are the link between home, school, and community to promote and support the student's academic and social success. They provide services related to a student's social, emotional, and life adjustment to school and/or society, as well as provide consultation to school staff regarding child welfare matters. School Social Workers may serve as consultants to parents and teachers regarding the personal, social, or academic development of a student. They may also act as referral agents and as a liaison to community agencies while working closely with parents. With parental consent, students may be involved, on a regular basis, in small group supportive services, or individual sessions to address specific concerns.

Internet/Wi-Fi Access

Dickinson Public Schools is not responsible for students having access to the internet and Wi-Fi. Students must have an availability to access Wi-Fi/internet.

Taking Care of the Device

The device and accessories issued are school property and students are responsible for their general care.

Do NOT attempt to remove or change the physical structure of the Chromebook. Examples include removing the keys, interfering with the charging port, careless use of the headphone port, and damage to the cover or plastic casing.

The Chromebook must remain free of stickers. Do not remove or interfere with the serial number or any identification placed on the Chromebook.

Keep the equipment clean. For example, don't eat or drink while using the Chromebook. Do NOT leave the Chromebook in a place that is experiencing extreme hot or cold conditions (i.e., car in summer or winter).

Chromebook screens show fingerprints and smudges easily. Students must follow proper cleaning procedures. Never use cleaning products with acetone or ammonia. Screens are expensive to replace. It is imperative they are cleaned appropriately with cleaners that have been approved by the district technology office.

Do not grab and squeeze the Chromebook screen as this can damage the screen and other components. Avoid extreme pressure on the laptop as it can cause permanent damage to the screen and other components.

FEES AND DAMAGE

If the device or accessories are intentionally damaged, all repair or replacement costs will be the responsibility of the student. The District will cover only failures not due to negligent use. The District will have the damage repaired or replaced and bill the student for the costs if necessary. Families are welcome to check with their personal insurance company about coverage. Examples of damage include but are not limited to cracked screens, broken or lost cases, broken or lost keyboards, and stripped or lost cords.

Any damage must be reported immediately by submitting a help ticket utilizing the [Distance Learning Tech Support Form](#) or calling the DHS building technologist at 701.456.0030, extension 3025. If the student carries personal insurance, he/she must complete all insurance claims independently of the school district. All repairs or replacements must be completed by the end of the school year prior to device check-in.

Estimated Cost of Repairs for standard repairs

- Key - \$5
- Keyboard - \$60
- Screen - \$60
- Miscellaneous intentional damage - \$60
- Full Unit Replacement - \$300
- Computer Cord/Charger replacement - \$40

Independent Study Work Commitment – Online Agreement

As a student – for RRVA to work for you – you MUST agree to the following commitment –

- 1) Understand we are an INDEPENDENT STUDY TYPE OF PROGRAM – YOU MUST BE SELF MOTIVATED
 - a. You must be logging and completing 10% of your courses everyday (if taking two classes 5% per class per day) on average 4-6 hours a day even from home
 - b. You understand that after 12 absences, or 12 days of absence in a row from a class, you will be required to drop your courses with an F. If this happens for another round of courses, you will be required to return to school for face to face for a minimum of one semester before re-applying to the RRVA**
 - c. You must agree to come in person for all required state and district testing
 - d. You must be ready and willing to work independently and stay on pace.
 - e. You agree to meet via video chat format for all tests to be proctored.
 - f. You must be ready to ask for help when necessary.
 - g. You must be ready to TAKE NOTES on the videos and instruction – the way this program works – handwritten notes instead of E notes are HIGHLY beneficial.

I Agree to the above statements, and I am ready to accept this responsibility and challenge ... I have read and understand the above policies **as well as agree to all of the DPS board policies.**

Student

Date

Parent / Guardian

Date

BOARD POLICIES

School Board Policy AAA, Philosophy of the Dickinson Public Schools

We, the Dickinson Public School Board, present this statement of our basic beliefs concerning education in order to formulate District goals and objectives and to establish programs that are designed to meet these goals and objectives within the legal framework of state and federal law.

We Believe:

1. The purpose of education is to equip students with the knowledge and skills necessary to become active, informed, and productive members of society. Our public schools have a responsibility to foster the growth of intelligent and informed citizens.
2. All individuals are entitled to equal rights, freedoms, and opportunities regardless of economic, cultural, or intellectual differences. The District is committed to creating and preserving a learning and working environment that promotes tolerance and is free from discrimination and harassment.
3. Only through the study of basic subject matter, history, culture and fine arts will students be prepared for both the practical tasks and complexities of the world. The District will provide all students with opportunities to participate in varied curricular offerings.
4. Education should aid in the development of good character, self-respect and self-worth, and offer opportunities to form satisfying and responsible relationships with other people. The District will offer programs that allow students to practice the skills of family and community living and that promote an appreciation for health and safety.
5. Education must look to the future. The District will offer programs to help equip students with skills that may be demanded by our future society, that help students select appropriate occupations, and that provide opportunities to develop worthwhile leisure time activities. The District will also offer programs that teach money, property, and resource management techniques and conservation practices in order to assist students with planning for the future.
6. Educational experiences should be timed in accordance with students' readiness for them. All District programs will take into account factors such as age, maturity, and readiness.
7. Appropriate discipline helps ensure that the educational program operates efficiently and helps mold students into upstanding citizens. The Board shall develop policies in accordance with law to ensure administrators are equipped to appropriately respond to disciplinary issues.
8. Parent(s) or guardian(s) and the community should serve as partners with schools. It takes the combined effort of all members of the community to develop and maintain an educational program that meets the objectives delineated above. District schools will embrace the support and reflect the expectations of the community.

School Board Policy AAB, District Goals and Objectives

The District shall comply with approval requirements in state law and shall strive to provide schools that meet the criteria for accreditation from Department of Public Instruction and that show adequate yearly progress as defined in federal law.

In addition to meeting these approval and accreditation requirements/standards, the Board has established goals and objectives, which are contained in the District's strategic plan.

School Board Policy AAC, Nondiscrimination and Anti-Harassment

General Prohibitions

The Dickinson Public Schools is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's or employee's race, color, religion, sex, gender identity, sexual orientation, national origin, ancestry, disability, age, marital status, or other status protected by law. The District also provides equal access to the Boy Scouts of America, AKA: Scouts BSA, and other designated youth groups, and required by federal law.

It is a violation of this policy for any District student, parent, guardian, employee, or third party to discriminate or harass against another District student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. The District will not tolerate discrimination or harassment of a District student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate any discrimination, harassment or retaliation complaint and act on findings as appropriate, or as required by law. Outcomes may include disciplinary measures such as, termination of employment or student expulsion in accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.

Definitions

- *Complainant* is the individual filing the complaint. If the complainant is not the victim of the alleged discrimination and/or harassment the victim must be afforded the same rights as the complainant under this policy and regulations AAC-BR1 or AAC-BR2.
- *Disability* is defined in accordance with NDCC 14-02.4-02 (5).
- *Discrimination* means failure to treat an individual equally due to a protected status.

- *Protected status* shall include the statuses identified above, along with any other status protected by applicable state and federal laws.
- *Employee* is defined in accordance with NDCC 14-02.4-02 (7).
- *Harassment* is a specific type of discrimination based on a protected status. It occurs under the following conditions:
 - a. For employees, when enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or persistent, and/or pervasive enough to create a work environment that a reasonable individual would consider intimidating, hostile, or abusive
 - b. For students, when the conduct is sufficiently severe, persistent, and/or pervasive so as to limit the student's ability to participate in or benefit from the education program or to create a hostile or abusive education environment
- *Section 504* (Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.
- *North Dakota Human Rights Act (NDCC ch. 14-02.4)* provides protection from discrimination in the workplace on the basis of race, color, religion, sex, national origin, age, the presence of any mental or physical disability, status with regards to marriage or public assistance, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer.
- *Sexual harassment* is a form of harassment based on sex. It is defined under Title IX as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature, that:
 - a. Constitutes *quid pro quo* harassment, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of the basis for employment decisions or educational decisions or benefits for students (e.g., receiving a grade);
 - b. Is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. Constitutes sexual assault, dating violence, domestic violence, or stalking as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f) and the Violence Against Women Act, 34 U.S.C. § 12291(a).
- *Sexual harassment examples* include, but are not limited to, the following:
 - a. sexual or "dirty" jokes;
 - b. sexual advances;
 - c. pressure for sexual favors;
 - d. unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - e. displaying or distributing of sexually explicit drawings, pictures, and written materials; f. graffiti of a sexual nature; sexual gestures; touching oneself sexually or talking about one's sexual activity in front of others; i. spreading rumors about or rating other's sexual activity or performance; remarks about an individual's sexual orientation; or sexual violence including rape, sexual battery, sexual abuse, and sexual coercion.
- *Title II of the Americans with Disabilities Act* extends the prohibition on discrimination established by Section 504 to all services, programs, and activities of State and local government entities.
- *Title VI* is a federal law that provides protection from discrimination based on race, color, or national origin in employment and employment practices in programs or activities receiving federal financial assistance.
- *Title VII* is a federal law that provides protection from discrimination on the basis of race, color, religion, sex or national origin. Title VII applies to all public school districts with 15 or more employees.
- *Title IX* is a federal law that provides protection from discrimination, based on sex, in education programs or activities that receive federal financial assistance.
- Other or different definitions may be set forth in Board regulations AAC-BR1 or AAC-BR2.

Complaint Filing Procedure

The Board shall create an informal and formal discrimination and harassment complaint filing procedure in Board regulation AAC-BR. For Title IX sexual harassment complaints, grievance procedures shall be followed in accordance with federal regulations and Board regulation AAC-BR2.

The procedure provides for an impartial investigation free of conflicts of interest and bias. Nothing in this policy or in the discrimination and harassment grievance procedure prevents an individual from pursuing redress available through state and/or federal law.

Confidentiality

An individual wishing to file an anonymous discrimination and/or harassment complaint must be advised that confidentiality may limit the District's ability to fully respond to the complaint and that retaliation is prohibited. The appropriate grievance coordinator (Title IX, 504, or Title II) shall perform a confidentiality analysis to determine when a request for confidentiality cannot be honored due to

safety reasons or the District's obligation to maintain a nondiscriminatory educational environment. The complainant must be notified in writing of the confidentiality analysis outcome. A discrimination or harassment investigation report is subject to the open records law after 60 days or when the investigation is complete (whichever comes first), with limited exceptions such as when the record is protected by FERPA.

Complaint Recipients

If any District employee receives a discrimination or harassment complaint, the employee shall promptly forward it to the appropriate grievance coordinator. All District employees must receive training on their reporting duties.

Grievance Coordinator

Districts shall designate at least one employee to be their Title IX Coordinator and authorize such individual(s) to coordinate the District's efforts to comply with its responsibilities under the applicable regulations.

The Title IX coordinator's responsibilities include overseeing the District's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX coordinator must have knowledge of the requirements of Title IX, of the District's policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office.

The Board designates the Human Resources Director as the Title IX coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002. Districts must notify students, parents or legal guardians, employees, and unions of the name and specified contact information for the designated Title IX Coordinator(s). The notification must also state that inquiries about the application of Title IX and its regulations may be directed to the District's Title IX Coordinator or the Assistant Secretary of Education, or both. Districts must prominently display the Title IX Coordinator's contact information on their website, if any, and in each handbook it makes available to students, parents or legal guardians, employees, and unions.

The 504/Title II coordinator's responsibilities include overseeing the District's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the District's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any report or complaint raising 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Director of Student Services as the 504 Coordinator, and the Director of Instruction as the Title II Coordinator. They may be contacted at: 444-4th Street West, Dickinson, ND 58601 or 701-456-0002.

The Nondiscrimination Coordinator's core responsibilities include overseeing the District's response to discrimination and harassment reports and complaints that do not include sex or disability under applicable federal laws, but instead the other protected statuses or sex or disability based discrimination under state law. The Board designates the Human Resource Manager as the Nondiscrimination Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

All other complaints, other than Title IX, 504, or Title II, shall be referred to the Human Resources Director.

Policy Dissemination

The Superintendent shall display this policy and complementary grievance procedures in a prominent place in each District building and publish it in student and employee handbooks.

Training

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. Employee training requirements are delineated in Board exhibit AAC-E3, Discrimination and/or Harassment Training Requirements for Employees.

The Title IX coordinator, 504/Title II coordinator, Nondiscrimination Coordinator, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training must include: 1 The definition of discrimination, harassment, and retaliation; 2. The handling of complaints under the Discrimination and Harassment Grievance Procedure (AAC-BR1); and 3. The applicability of confidentiality requirements.

In addition, the Title IX Coordinator(s), investigators, decision-makers, and those facilitating an informal resolution process, if applicable, under Title IX shall receive training in a number of areas specified in Board regulation AAC-BR2.

Board Regulation AAC-BR1-Discrimination, Harassment, and Retaliation Grievance Procedure

The following procedure is designed to resolve discrimination, harassment, and retaliation complaints by and against students, parents, and third parties, as described in Board policy in a prompt and equitable manner. Board policy requires all students and staff to fully cooperate when asked to participate in a discrimination, harassment, or retaliation investigation. The procedure contained in these regulations supersedes the District's policies regarding complaints about personnel and bullying. For Title IX sexual harassment complaints, the procedure set forth in Board regulation AAC-BR2, Title IX Sexual Harassment Grievance Procedure, will control and supersede this procedure.

Retaliation Prohibited

The District prohibits retaliation for an individual's participation in and/or initiation of a discrimination and/or harassment complaint investigation, including instances when a complaint is not substantiated. The consequences for violating this prohibition are delineated in Board policy AAC, Nondiscrimination and Anti-Harassment Board Policy.

Complaint Filing Format and Deadlines

A complaint may be filed verbally or in writing and should be filed as soon as possible after the discrimination, harassment, or retaliation allegedly occurred. Delays in filing a complaint may cause difficulties in the investigation.

With Whom Complaints May be Filed

A complaint may be filed with any District employee. District employees are required to report any discrimination or harassment to the appropriate grievance coordinator (Title IX, 504, or Title II) when they knew

(e.g., received a complaint, directly observed it) or should have known it was occurring (e.g., overheard students talking about an incident, saw discriminatory or harassing graffiti or vandalism on school property). Failure by a District employee to report under this regulation may result in disciplinary action.

Initiating Complaint Resolution Procedure

After receiving a discrimination, harassment, and/or retaliation complaint or gaining knowledge of potentially discriminatory and/or harassing conduct, the appropriate grievance coordinator shall contact the complainant, determine if an informal or formal investigation is appropriate, and determine if the complainant requests confidentiality. Requests for confidentiality must be handled in accordance with policy AAC.

Prohibition on Meeting with the Accused

At no time during the informal or formal resolution process shall the complainant be required to meet with the accused. If the appropriate grievance coordinator assigned to conduct or oversee the investigation is the accused, the Superintendent, or Board President (if the Superintendent is the accused) shall designate a different individual (which may be a third party) to carry out the accused's responsibilities associated with the investigation.

Third-Party Assistance

A school official responsible for conducting or overseeing discrimination, harassment, and/or retaliation investigations is authorized to receive assistance from the District's legal counsel throughout the process.

Investigation Timeframes

The informal resolution procedure must be completed within 30 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator, unless the investigator documents reasons for delays and communicates these reasons to the complainant and accused.

The formal resolution procedure must be completed within 60 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator or a complainant or accused terminating the informal complaint procedure, unless the investigator documents reasons for delays and communicates these reasons with the complainant and accused. Acceptable reasons for delays include extended school breaks when witnesses are not available, and complex cases involving multiple witnesses.

Interim Measures

Pending the final outcome of an informal or formal resolution, the District shall institute interim measures to protect the complainant and inform him/her of support services available. Interim measures may include a District-enforced no contact order, schedule changes, academic modifications for the complainant, and/or school counseling for the complainant. These interim measures should have minimal impact on the complainant. If the accused is a student, interim measures should also take into consideration the accused student's educational rights.

Informal Resolution Procedure

This procedure may only be used when mutually agreed to by the complainant, the accused and the appropriate grievance coordinator. This procedure may not be used when the alleged discrimination, harassment, and/or retaliation may have constituted sexual violence or any other crime. The formal resolution procedure must be used whenever the informal procedure is not permitted.

During the informal resolution process, the investigator shall gather information necessary to understand and resolve the complaint. Based on this fact-gathering process, the investigator shall propose an informal resolution, which may include requiring the accused to undergo training on discrimination, harassment, and/or retaliation, requiring all students and employees to undergo such training, instituting protection mechanisms for the complainant, and/or holding a formal meeting with the accused to review the nondiscrimination and anti harassment policy, coded AAC, and discuss the implications of violating it. Both the complainant and the accused must agree to the informal resolution before it can be instituted.

The appropriate grievance coordinator shall monitor the implementation and effectiveness of the informal resolution procedure and initiate the formal resolution procedure if discrimination, harassment, and/or retaliation persists.

Both the complainant and the accused have the right to terminate the informal resolution procedure at any time to pursue a remedy under the formal resolution procedure.

Formal Resolution Procedure

This procedure must be used whenever the informal resolution procedure is not used.

Whenever alleged discrimination, harassment, or retaliation may have constituted a crime, the Superintendent should contact law enforcement and enter into a memorandum of understanding concerning sharing of evidence and coordination of the investigation. However, the District shall proceed with its investigation and this resolution procedure, regardless of the criminal investigation or outcome.

The fact-gathering portion of the investigation must be carried out or overseen by the appropriate grievance coordinator and must consist of interviews with the complainant, the accused, and any others who may have witnessed or otherwise have knowledge of the circumstances giving rise to the alleged complaint and may involve gathering and review of information relevant to the complaint. Both the complainant and accused will have equal opportunity to present evidence and name witnesses. Witnesses must be instructed not to discuss this matter with others except proper authorities.

The fact-gathering portion of the investigation must be completed as soon as practical.

Investigation Report:

After the fact-gathering process is complete, under the formal resolution procedure, the appropriate grievance coordinator shall complete a written report containing a determination of whether allegations were substantiated, whether the nondiscrimination and anti-harassment policy (AAC) was violated, and recommendations for corrective action, if any. The appropriate grievance coordinator shall assess if discrimination, harassment, and/or retaliation "more likely than not" occurred based on the following criteria:

- 1) Whether evidence suggests a pattern of conduct supportive of disproving the allegations of discrimination, harassment, and/or retaliation;
- 2) Whether behavior meets the definition of discrimination, harassment, and/or sexual harassment as defined in Board policy AAC;
- 3) Ages of the parties involved;
- 4) Relationship between the parties involved;
- 5) Severity of the conduct;
- 6) How often the conduct occurred, if applicable, and;
- 7) How the District resolved similar complaints, if any, in the past.

The investigation report must indicate if any measures are to be instituted to protect the complainant. Such measures may include extending any interim protection measures taken during the investigation. The report must also inform the complainant of support services available, which at a minimum must include offering school counseling services if the complainant is a student.

The investigation report must contain a monitoring plan to evaluate the effectiveness of the resolution and help prevent recurrence.

Disciplinary Action

Any disciplinary action must be carried out in accordance with Board policy, law, and, when applicable, the negotiated agreement.

The appropriate grievance coordinator along with the principal shall determine if a recommendation for expulsion for an accused student should be made.

The appropriate grievance coordinator along with the District Superintendent shall determine if a recommendation for discharge for an accused employee should be made.

If this recommendation is made and a hearing is required, the hearing must be held in accordance with District policy and law.

Both the complainant and accused shall have an equal right to attend the hearing, have a representative and parent(s) or guardian(s) (if student) present, present evidence, and question witnesses.

The complainant may choose to appoint a representative to participate in the hearing in his/her stead.

Notice of Outcome

Both the complainant and the accused must be provided written notice of the outcome of the complaint.

Nothing shall prevent the parties from seeking judicial redress through a court of competent jurisdiction or through any applicable state or federal complaint procedures.

Records Retention

Investigation materials must be retained by the appropriate grievance coordinator (504/Title II, or Nondiscrimination) for at least six years. All Title IX sexual harassment records and training materials shall be maintained in accordance with federal regulations and Board regulation AAC-BR2.

Complaint Recipients

If any District employee receives a discrimination or harassment complaint, the employee shall forward it to the appropriate grievance coordinator. All District employees must receive training on their reporting duties.

Policy Training and Dissemination

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall publish this policy in all student handbooks and employee policy and procedures manual.

Grievance Coordinator

The Title IX Coordinator's responsibilities include overseeing the District's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title IX, of the District's policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Human Resources Director as the Title IX Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

The 504/Title II Coordinator's responsibilities include overseeing the District's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the District's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any report or complaint raising 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Director of Student Services as the 504/Title II Coordinator. They may be contacted at: 444 4th Street West, Dickinson, ND 58601 or 701-456-0002.

All other complaints other than Title IX, 504, or Title II shall be referred to the Human Resources Director.

The Title IX coordinator, 504/Title II coordinator, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training shall include:

1. The definition of discrimination, harassment, and retaliation.
2. The handling of complaints under the Discrimination, Harassment, and Retaliation Grievance Procedure (AAB-BR); and
3. The applicability of confidentiality requirements.

Board Policy ABCA--COPYRIGHTED MATERIAL AND INTELLECTUAL PROPERTY

Copyright Prohibitions

The District shall abide by the provisions of copyright law, including Fair Use Standards. The District prohibits illegal duplication in any form. Copyright materials, whether they are print or non-print; published online; or in the form of software, music, a digital medium or a performance shall not be duplicated or performed unless such use is permitted under law; or unless appropriate written permission from the copyright holder has been received and, if applicable, royalties paid.

Compliance

Each librarian should maintain copies of federal Fair Use copying guidelines and federal Fair Use Standards for off-air taping of copyrighted audio and audiovisual works. Legal counsel shall review any proposed usage beyond the guidelines.

The Superintendent will issue memorandums regarding this policy and federal Fair Use Guidelines to employees as needed; post notices of copyright law and this policy in appropriate locations; install filtering software on District networks to prevent illegal downloading and file sharing; and notify students of this policy through the use of student handbooks.

Intellectual Property

Any copyrightable work produced by a District employee within the scope of his/her duties is considered "work made for hire." The District owns all copyrightable rights to these items. Employees have no right to use such work outside the scope of their District duties without the board's permission. Work made for hire must remain with the District upon separation.

The Board authorizes the Superintendent to sell "work made for hire" products to other school systems, organizations, or commercial firms in accordance with the District's sale of school property policy.

Violations

Administration shall investigate all complaints of alleged copyright violations.

Students and employees who willfully disregard the District's copyright position are in violation of board policy and shall be subject to disciplinary consequences in accordance with applicable policies and law. In addition, employees who willfully disregard this policy do so at their own risk and assume all liability. The District may also deem employees who willfully violate copyright laws to be acting outside the scope of employment.

School Board Policy ACAA-AR, Emergency Closing Procedure

During inclement weather, parents/guardians are requested not to telephone the school office or the Central Administration Offices. Too many calls tie up vital phone lines, making it difficult to keep everything running smoothly. The automated message system from SwiftK12 will be activated should weather conditions warrant the closing of schools or early dismissal. It will send a message as per the parent's/guardian's personal preference selected in PowerSchool (automated telephone call, email, and/or text message system). Telephone messages from SwiftK12 will show as caller ID 701-456-0002, text from 995-38, and an email will be generated.

School Board Policy ACEA, Bullying Prevention

The Dickinson Public School District is committed to providing all students with a safe and civil school environment in which all members are treated with dignity and respect. Bullying of or by a student or school staff member is against federal, state, and local policy and is not tolerated by the Board. Bullying behavior can seriously disrupt the ability of the District to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that students and school staff members shall not engage in bullying behavior while on school property.

Definitions

For the purposes of this policy:

- *Bullying* is defined in NDCC 15.1-19-17 as:
 - a. Conduct that occurs in a public school, on school District premises, in a District owned or leased school bus or school vehicle, or at any public school or school District sanctioned or sponsored activity or event and which:
 - i. Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - ii. Places the student in actual and reasonable fear of harm;
 - iii. Places the student in actual and reasonable fear of damage to property of the student; or
 - iv. Substantially disrupts the orderly operation of the public school; or
 - b. Conduct received by a student while the student is in a public school, on school District premises, in a District owned or leased school bus or school vehicle, or at any public school or school District sanctioned or sponsored activity or event and which:
 - i. Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - ii. Places the student in actual and reasonable fear of harm;
 - iii. Places the student in actual and reasonable fear of damage to property of the student; or
 - iv. Substantially disrupts the orderly operation of the public school.
 - c. Conduct received or sent by a student through the use of an electronic device while the student is outside a public school, off school district premises, and off school district owned or leased property and which:
 - i. Places the student in actual and reasonable fear of:
 - 1. Harm; or
 - 2. Damage to property of the student; and
 - ii. Is so severe, pervasive, or objectively offensive the conduct substantially interferes with the student's educational opportunities or substantially disrupts the orderly operation of the public school.
- "Conduct" includes the use of technology or other electronic media (e.g. cyberbullying).
- *Electronic communication* is defined in NDCC 12.1-17-07(5) as a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.
 - *Protected status* are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following statuses are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.
 - *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
 - *School-sanctioned activity* is defined as an activity that:
 - a. Is not part of the District's curricular or extracurricular program; and
 - b. Is established by a sponsor to serve in the absence of a District program; and
 - c. Receives District support in multiple ways (i.e., not school facility use alone); and
 - d. Sponsors of the activity have agreed to comply with this policy; and
 - e. The District has officially recognized through board action as a school-sanctioned activity.

- *School-sponsored* activity is an activity that the District has approved through policy or other board action for inclusion in the District's extracurricular program and is controlled and funded primarily by the District.
- *School staff* shall include all employees of the Dickinson Public School District, school volunteers, and sponsors of school-sanctioned activities.
- *True threat* is a statement that, in light of the circumstances, a reasonable person would perceive as a serious expression of intent to inflict harm.

Prohibitions

A student or school staff member may not:

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

Reporting Procedures for Alleged Policy Violations

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

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

2. Reporting options for students and community members: Students and community members (including parents or guardians) may report known or suspected violations of this policy using any of the following methods:
 - a. Completing a written complaint form: A complainant will have the option of including his/her name on this form or filing it anonymously. The District will place the form in a variety of locations throughout the school and should inform students and staff of these locations. The form may be returned to any school staff member or filed in a school building's main office.
 - b. Complete and submit an online complaint form. A complainant will have the option of including his/her name on the form or submitting it anonymously.
 - c. File an oral report with any school staff member.

Bullying may be a repeated or, in rare cases, one-time exposure to deliberate, negative behavior by one or more individuals. Single incidents and conflicts between two or more individuals do not automatically constitute bullying behavior. Districts should investigate each situation to determine if the alleged behavior meets this policy's definition of bullying. If the misconduct does not meet this policy's definition of bullying, it may be addressed under other district disciplinary policies.

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

Documentation and Retention

The District shall develop a form to report alleged violations of this policy (ACEA-E3). The form should be completed by school staff when they:

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

The form should be completed by an administrator when they:

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

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

Report forms and all other documentation related to an investigation of an alleged violation of this policy shall be retained by the District for six (6) years after a student turns 18 years of age or graduates from high school, whichever is later.

Investigation Procedures

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

Upon receipt of a report of an alleged policy violation, the designated administrator shall first determine if the alleged policy violation

is based on a protected status—whether actual or perceived. Reports involving a protected status shall be investigated in accordance with the District's Nondiscrimination and Anti-harassment policy (AAC), including the timelines contained therein.

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

1. Identification and collection of necessary and obtainable physical evidence (NOTE: In some cases, physical evidence may be unobtainable, e.g., a private social networking profile).
2. Interviews with the complainant, the victim, and/or the alleged perpetrator. At no time during an investigation under this policy shall the victim/complainant be required to meet with the alleged perpetrator.
3. Interviews with any identified witnesses.
4. A review of any mitigating or extenuating circumstances.
5. Final analysis and issuance of findings in writing to the victim and bully and, if applicable, implementation of victim protection measures and disciplinary measures under this or other applicable policies.

Investigations shall be completed within no more than 60 days unless the administrator documents good cause for extending this deadline. Such documentation should be sent to the victim and alleged perpetrator during the investigation.

Reporting to Law Enforcement and Others Forms of Redress

Law enforcement must be notified by a school administrator or Board President if there is reasonable suspicion that a bullying incident constituted a crime on or off school district property. Nothing in this policy shall prevent a victim/their family from seeking redress under applicable state and federal law.

Disciplinary and Corrective Measures

A student that the District has found to have violated this policy shall be subject to disciplinary consequences and/or corrective measures. When determining the appropriate response to violations of this policy, administration shall take into account the totality of circumstances surrounding the violation. Measures that may be imposed include, but are not limited to:

1. Require the student to attend detention.
2. Impose in-school or out-of-school suspension or recommend expulsion. Due process procedures contained in the District's suspension and expulsion policy shall be followed.
3. Recommend alternative placement. This recommendation shall be submitted to the Superintendent for approval or denial. The Superintendent may approve such recommendations only if the student has been given notice of the charges against him/her and an opportunity to respond. Alternative placement of special education students will be handled in accordance with applicable policy.
4. Create a behavioral adjustment plan.
5. Refer the student to a school counselor.
6. Hold a conference with the student's parent(s) or guardian(s) and classroom teacher(s), and other applicable school staff.
7. Modify the perpetrator's schedule and take other appropriate measures (e.g., moving locker) to minimize contact with the victim.
8. If applicable, contact the administrator of the website or social media platform on which the bullying occurred to report it.

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

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

Victim Protection Strategies

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

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

Dissemination and Education

The District shall review and revise this policy as it determines necessary. A copy of this District bullying policy and any amendments must be filed with the Department of Public Instruction.

The District shall place this policy, in its entirety, in student and staff handbooks and ensure that it is explained and discussed with its students each school year. The District shall also develop and implement bullying prevention programs for all students and staff professional development activities. School administration may develop guidelines to assist students and staff with identifying bullying conduct.

School Board Policy FCAE, Suicide Prevention

Definitions

This policy defines the following:

- *At risk* means a student who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.
- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. [Note: *The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.*]
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- *Suicide contagion* means the process by which suicidal behavior, or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- *School property* is defined in NDCC 15.1-19-10(6)(b) is all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Purpose

The purpose of this policy is to protect the health and well-being of all District students while on school property by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The District:

1. Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. Further recognizes that suicide is a leading cause of death among young people;
3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and
4. Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and one which helps to foster positive youth development.

Prevention

District Policy Implementation

A District Suicide Prevention Coordinator shall be designated by the Superintendent. The Dickinson Public School District Superintendent designates the Director of Student Services as its Suicide Prevention Coordinator. The District Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school Suicide Prevention Coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members must report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

Staff Professional Development

All staff shall receive a minimum of eight hours professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention every two years.

The professional development may include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual,

transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention may be provided to school employee mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes.

The content of these age-appropriate materials may include:

1. the importance of safe and healthy choices and coping strategies;
2. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others; 3. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy must be distributed annually and included in all student and employee handbooks, and on the school website.

School Board Policy FFB, Attendance and Absences

The Dickinson Public School District believes that regular school attendance is the joint responsibility of the student and their parent(s) or guardian(s), and it is essential for student success in school. The District shall abide with compulsory attendance requirements in state law for students ages seven through sixteen. In order to comply with and enforce these requirements, the Board establishes the following attendance policy:

Definitions

For purposes of compulsory attendance reporting under NDCC 15.1-20-02.1 (1-2):

- *Excused absence* is an absence that the District will not use in determining if a compulsory attendance violation occurred. Any absence may be excused if it is supported by either a verbal or written excuse supplied by the student's parent/guardian, teacher, or school administrator.

Examples of an excused absence may include illness, injury, family emergency, religious observance or instruction, suspension, participation in a school-related activity, court appearances when subpoenaed, or other reasons deemed necessary and justifiable by the building principal or Superintendent.

- *Unexcused absence* is any absence not supported by the verbal or written excuse required for an excused absence and shall count in determining when a compulsory attendance violation occurred. If a student is absent for an unexcused reason, the parent/guardian is responsible for promptly calling the principal's office to explain the absence, and the student shall be subject to the consequences contained in the Absences section of this policy.

Examples of an unexcused absence may include, but are not limited to, truancy, oversleeping, routine errands, car maintenance and repair, and any undeclared absences.

Documentation Requirements

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

1. Medical documentation from an appropriate licensed healthcare provider;
2. A copy of a court summons or subpoena;
3. An obituary for funeral leave;
4. Verification of planned or executed family travel (e.g., a boarding pass);
5. A request from an official at the student's place of worship; or
6. A request for an absence due to a curricular or extracurricular event submitted by the student's teacher, coach, or extracurricular advisor.

Compulsory Attendance Violations

North Dakota law defines what constitutes a compulsory attendance violation. Suspected violations of the compulsory attendance law shall be reported to school administration and investigated in accordance with law. When a compulsory attendance violation is substantiated, the District shall comply with law enforcement reporting requirements under law.

Absences

The Board recognizes that prompt, regular attendance is extremely important. Absenteeism not only adversely affects the learning process of a student but also may impede their normal progression through the grades. The Board expects each student to attend all scheduled classes and daily activities except when a school administrator has excused a student.

The Superintendent or designee shall establish criteria for requesting and granting approved absences, make-up work requirements, and parental notification processes for students with accumulated absences.

Disciplinary Sanctions

The Board believes that unapproved absences are a form of misconduct and authorizes the Superintendent to establish grade-appropriate disciplinary consequences. Students shall be afforded appropriate due process rights based on the severity of disciplinary penalty that the District is considering imposing. Students shall be required to complete assigned work.

School Board Policy FG, Student Rights and Responsibilities

The Board affirms those legal rights of students that are guaranteed under the federal and state constitutions and statutes. The Board reminds students that rights also are accompanied by responsibilities.

These rights and responsibilities include:

1. Civil rights, including the rights to equal educational opportunity and freedom from illegal discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school as required by law and to observe school rules and regulations essential for permitting others to learn at school.
3. The right to due process of the law with respect to expulsion, searches and seizures, or administrative decisions that the student believes have injured his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights. Students may exercise their right to freedom of expression through speech, assembly, petition, and other lawful means. The exercise of this right may not interfere with the rights of others. Freedom of expression may not be utilized to present material that is vulgar, slanderous, defames character, advocates violation of law or is in violation of District policy.

The Superintendent shall ensure that students are made aware of the legal authority of the Board and the delegated authority of the staff to make rules and regulations regarding the orderly operation of the school, which uphold the legal rights of students.

School Board Policy FFK, Suspension and Expulsion

Definitions

This policy defines the following:

- *Dangerous weapon* means, as defined in 18 U.S.C. 930(g)(2), a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.
- *Expulsion* means the exclusion of a student, including one enrolled in an alternative education program, from school for insubordination, habitual indolence, or disorderly conduct provided the expulsion does not last beyond the termination of the current school year. A student who violates the District's weapons policy may be expelled for up to twelve months. A procedural due process hearing must be provided to the student in accordance with law and District regulation before the determination to expel a student is made.
- *Firearm* means, as defined in 18 U.S.C. 921, (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. The term does not include an antique firearm.
- *School property* is defined in NDCC 15.1-19-10(6)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Suspension* includes in-school suspension from classes, and out-of-school exclusion from classes, school property, and activities.

Suspension/Expulsion Authority

The Board hereby delegates to the Superintendent and each principal the authority to deal with disciplinary problems in their school, including suspension and recommendation for expulsion of a student. Suspension shall not be imposed beyond the maximum duration permitted by law.

The Board designates the Superintendent to serve as the hearing officer for expulsion hearings unless not qualified to serve as defined in Board regulations. In such cases, or in the absence of the Superintendent, the Board president shall appoint an alternative hearing officer.

The hearing officer may expel a student for conduct that violates this policy after providing notice and a hearing as set forth in Board regulations. When the hearing officer is someone other than the Dickinson School Board, the student may seek a review of the hearing officer's expulsion decision by the Board based on the record of the hearing.

Expulsion shall not be imposed beyond the maximum duration permitted by law.

Conduct Subject to Suspension/Expulsion

Conduct, including but not limited to the following, exhibited while on school property, 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 individual, except in self-defense;
4. Possessing on school property or at a school function a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm;
5. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
6. Disobedience or defiance of proper authority;
7. Behavior that is detrimental to the welfare, safety, or morals of other students;
8. Truancy;
9. Offensive and vulgar language when it is obscene, defamatory, or inciteful to violence or disruptive of the educational process;
10. Threats of violence, bomb threats, or threats of injury to individuals or property;
11. Student behavior that is detrimental or disruptive to the educational process, as determined by the principal.

Information regarding the conduct subject to suspension or expulsion must be posted in a prominent place in each school and must be published in student handbooks.

Suspension or Expulsion of Students with Disabilities

The District shall comply with the provisions of the Individuals with Disabilities Education Act when suspending or expelling a special education student. The District shall not expel any student with a disability when the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. Education services must continue for IDEA eligible students who are expelled.

The District is not required to refer a regular education student who has been suspended or expelled for violation of school rules and/or District policy for special education assessment and evaluation to determine if such a student might have a disability. A suspended regular education student is not entitled to the reinstatement of school privileges pending any assessment and evaluation that is to be made during the term of the student's suspension.

School Board Policy FGA-Student Education Records and Privacy

The District believes that while collection and use of student information is necessary to provide education and student support services, the District must implement safeguards to ensure information is appropriately protected and used to serve the best interests of students. The purpose of this policy is to establish such safeguards.

Definitions

- *Directory information* is defined as personally identifiable information contained in a student education record that is generally considered **not** harmful or an invasion of privacy if disclosed and includes:
 - a. Name (first and last)
 - b. Address
 - c. Date and place of birth
 - d. Dates of attendance
 - e. Degrees, honors, and awards received
 - f. Grade level
 - g. School email address
 - h. Major field of study
 - i. Participation in officially recognized activities and sports
 - j. Student identification number if it cannot be used alone to access an educational record and is not the student's social security number
 - k. Photograph
 - l. Telephone listing
 - m. Weight and height of members of athletic teams

- *Education records* are records that are directly relates to a student and are ~~is~~ maintained by the District or by a party acting on behalf of the District. These records include but are not limited to grades, transcripts, class lists, student course schedules, health records, and student discipline files. This definition excludes law enforcement records and records in the sole possession of the maker used only as a memory aid.
- *Eligible student* means a student who has reached the age of 18.
- *FERPA* stands for the Family Educational Rights and Privacy Act.
- *Legitimate educational interest* is defined as access that is needed in order for a school official to fulfill their professional responsibility.
- *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *Permanent record* is defined as a record containing a student's name, address, phone number, record of grades, years enrolled, courses attended, and grades completed.
- *Personally Identifiable Information* (PII) includes information maintained in the student's education record that could be used alone or in combination to trace a student's identity directly or indirectly and would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
- *Record* means any information recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.
- *School official* is defined as an individual who has a legitimate educational interest in accessing student educational records and is affiliated with the District in one of the following capacities:
 - a. An individual employed by the District in an administrative, instructional, or support staff position;
 - b. School board members; or
 - c. Contractors, consultants, volunteers, service providers, or other party with whom the District has outsourced institutional services or functions for which the District would otherwise use employees; records provided to these third parties must remain directly under the District's control for purposes of maintenance and use and the third party must agree to comply with 34 C.F.R. 99.33(a). Examples include, but are not limited to, school resource officers, interns, student teachers, the District's attorney, PowerSchool, SLDS, learning management software, hot lunch tracking software, and District alert systems.

Designation and Responsibilities of Privacy Officers

The Superintendent or designee shall serve as Chief Privacy Officer. In this role, the Superintendent is responsible for submitting to the Board for approval student information sharing requests from third-party individuals/entities other than parties to which the District reports student information under law. The Superintendent shall also maintain a master list of all individuals and entities having access to student information, including school district personnel listed by title. To ensure this list remains current and is manageable to maintain, it shall not contain names of individuals who have access to data.

The Superintendent may designate privacy officers at the District and building level. These privacy officers are responsible for:

1. Maintaining a list of school personnel by title who have access to student information; this list shall be provided to the Superintendent each time it is updated.
2. Submitting to the Superintendent for Board approval new requests to share student information with third-party individuals and entities other than parties to which the District reports student information under law.
3. Ensuring that access to student information is granted only to the extent there is a legitimate educational interest and in accordance with this policy and any applicable agreements.
4. Enforcing this and other applicable District confidentiality and data protection policies.
5. Providing a list of students who have opted-out of directory information to classroom teachers and other District staff who have a need to know.

Information Release Safeguards

1. Access by Parents and Eligible Students

To ensure compliance with parental and eligible student access requirements under FERPA:

- a. The District shall comply with a request by a parent or eligible student to access education records within a reasonable period of time, not to exceed 45 days after receipt of a request.
- b. The Board shall develop procedures for a parent/guardian or eligible student to review and amend educational records. These procedures shall include procedures to verify the identity of a requesting parent/eligible student. The regulations shall be delineated in Board regulations and shall be available upon request.

2. Classroom Use of Instructional Tools Requiring Release of Student Information

Teachers are encouraged to use instructional technological tools that allow for use of an alias or that do not require submission of directory information (other than or in addition to name) or PII. Whenever a teacher wishes to use an instructional tool that requires release of directory information, other than or in addition to name, or PII such as, but not

limited to, software or an app, the teacher shall submit a request to the building-level privacy officer. The privacy officer shall check the District's master list of individuals and entities approved to receive student information. If the entity is not on this list or the teacher's request is beyond the scope of information sharing permission previously granted, the privacy officer shall either deny the teacher's request or submit an information-sharing request to the Superintendent for Board approval. If the teacher is authorized to use the instructional tool, the building-level privacy officer shall ensure the teacher complies with any parental consent requirements and directory information opt-out requests before using the tool.

3. Data Breaches

District employees are responsible for informing a privacy officer of any known or suspected breach of PII. When a privacy officer becomes aware of a breach of student PII, they shall contact the Chief Privacy Officer. The Chief Privacy Officer shall determine if enactment of data breach response procedures contained in policy IDC and NDCC Ch. 51-30 is appropriate.

4. Information Storage and Destruction

Student education records shall be reviewed annually and any records unnecessary for progression to the next grade level, not needed for college entrance purposes, not needed for extracurricular participation, not needed for disciplinary purposes, and records that are not part of the permanent record will be shredded or destroyed. Exceptions apply for any content that may reasonably be related to litigation or anticipated litigation (retain for six years after a student turns eighteen), bullying reports (retain in accordance with policy ACEA), concussion documentation (retain in accordance with policy FCAF), executive session tapes (retain for at least six months), PowerSchool records, and special education records (retain in accordance with the Individuals with Disabilities Education Act).

5. Directory Information

The District may disclose directory information without parental or eligible student's consent if it has given parents/ or eligible student's a reasonable amount of time to opt-out of directory information release. Opt-out notices should be provided at the beginning of the school year and when a student otherwise enrolls in the District. These notices shall contain a reasonable deadline of at least 10 days for parents or eligible students to opt out.

The Board approves release of directory information as follows:

- a. Publication on the District's website.
- b. To Board-approved vendors for purposes of sale of school-related items such as, but not limited to, yearbooks, school pictures, graduation items, District apparel, and book orders.
- c. To military and college recruiters in accordance with applicable laws (NDCC 15.1-07-25.1 and 20 U.S.C. 7908).
- d. To official District newspaper for purposes of recognizing student accomplishments and coverage of extracurricular events.
- e. To school-affiliated groups for purposes of communicating and fundraising.
- f. To school-sponsored student publications including, but not limited to, newspapers and yearbooks.
- g. When the Board receives and approves a directory information release request; directory information shall only be released and used for purposes specified in the release request and the Superintendent shall add approved requestors to the District's master list of individuals and entities having access to student information. The Board shall develop criteria in regulations for approving and denying these requests.

Any District employee who wishes to disseminate student directory information to a third party shall contact their building-level privacy officer. The privacy officer shall determine if the Board has previously approved such release and, if not, deny the request or submit it to the Superintendent for Board approval.

6. Personally Identifiable Information (PII)

Any third party requesting or receiving access to student PII must receive Board approval unless the third party is required to receive PII under state or federal law. Any school employee who wishes to share PII with a third party shall contact their building-level privacy officer. The privacy officer shall determine if the Board has previously approved such release and, if not, deny the request or submit it to the Superintendent for Board approval. Upon Board approval of any PII release request, the applicable privacy officer shall inform the requestor of any parental consent requirements and ensure the requestor complies with such requirements.

Parental/eligible student consent is not required to release PII under the following circumstances:

- a. The District receives information under 42 U.S.C. 14071 and applicable federal guidelines about a student who is a registered sex offender under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071), and the District has a need to disclose the student's status as a sex offender for safety purposes.
- b. In connection with a health or safety emergency under the conditions described in 34 C.F.R. 99.36.
- c. If records have been de-identified by the District; third party individuals and entities that receive de-identified information shall be included on the District's master list of individuals and entities having access to student information.
- d. To a school official who has a legitimate educational interest in the education records if the following conditions are satisfied:
 - i. Access shall be limited to only information the school official has a legitimate need to know;

- ii. School officials shall use the information only for the purposes for which the disclosure was made and shall not redisclose the information to any other party without proper consent or legal authority; and
- iii. Titles of individuals and entities considered school officials shall be included on the District's master list of individuals and entities having access to student information.
- e. To a court without a court order or subpoena when the District initiates legal action against a parent/student or a parent/student initiates legal action against the District.
- f. To accrediting bodies for purposes of accreditation.
- g. To an organization conducting a study for the District to develop, validate, or administer a predictive test; administer student aid programs; or improve instruction so long as the organization has entered into a written agreement with the Board in accordance with law; if the organization is conducting a survey of students, the District shall ensure parents are notified in compliance with policy GCC and shall obtain parental consent, if applicable (see #7).
- h. To another school in which the student seeks, intends to, or is already enrolled.
- i. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and state and local educational authorities for audit or evaluation of federal or state supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs.
- j. To comply with a judicial order or lawfully issued subpoena; the District must make reasonable attempt to contact the parent or eligible student before disclosure unless the court order instructs otherwise.
- k. To the parents of an eligible student who is also a "dependent student" as defined in IRS Section 152.

The District will take measures necessary to ensure that individuals and entities to which PII is released shall only have access to information necessary to fulfill their responsibilities under law and to the District. Measures may include, but not be limited to, controlling access to computer data through password restrictions, controlled access to paper records, and ensuring that any information access agreements required by law are properly executed by the Board.

7. When Parental Consent is Required

The District must obtain parental or eligible student consent to release student information under the following circumstances:

- a. The Board has approved release of PII to an individual or entity not meeting the definition of school official under law and/or not meeting an exception to the parental consent requirement under FERPA.
- b. The Board has approved release of directory information, other than or in addition to name, or PII to an online service provider for commercial purposes and the impacted students are under the age of 13.
- c. When administering a survey funded in whole or in part by the U.S. Department of Education and concerning any of the following areas:
 - i. Political affiliations or beliefs of the student or the student's parent;
 - ii. Mental or psychological problems of the student or the student's family;
 - iii. Sex behavior or attitudes;
 - iv. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - v. Critical appraisals of other individuals with whom respondents have close family relationships;
 - vi. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - vii. Religious practices, affiliations, or beliefs of the student or student's parent; or
 - viii. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

If the District is unable to obtain this consent, it shall not release the impacted student's information.

504 Plans and Individual Educational Programs (IEPs)

Sharing of student information necessary for developing, amending, or implementing an IEP or 504 Plan and sharing student information needed to determine eligibility for special education or disability services are not subject to Board approval requirements in NDCC ch. 15.1-07-25.3 because the District provides these services in fulfillment of requirements under state and federal law.

Policy Violations

Failure by a District employee or volunteer to comply with this policy, other District confidentiality requirements, or any improper disclosure of student information by a school employee or volunteer shall result in disciplinary action up to and including termination of employment. Failure by a third party to comply with this policy, any information-sharing agreements between the District and third party, or any improper disclosure of student information by the third party may result in termination of the third-party's access to student information and termination of the District's agreement with the third party.

Training

School officials employed or volunteering for the District shall receive information and/or training on confidentiality requirements pertaining to student education records and consequences for breaching confidentiality. The District shall also provide training to applicable school personnel on the procedures for requesting to release student information contained in this policy.

If you **do not** want Dickinson School District to disclose directory information from your child's education records without your prior written consent, you must notify the school/District in writing **within two weeks of the first day child is enrolled.**

FGA-E2 – MODEL NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to have the District notify you annually of your rights (this document).
2. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the building principal or designee, a written request that identifies the records they wish to inspect. The building principal or designee shall make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected in accordance with board regulation FGA-BR1.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend their child's or their education records should write the building principal, clearly identify the part of the record they want changed and specify why it should be changed. If the building principal or designee decides not to amend the record as requested by the parent or eligible student, they will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

4. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. (See complete list within this document).

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 school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the District may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

5. 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 are:
Student Privacy Policy Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosure of PII without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A District may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, as defined in No. 4 above, that the District has determined to have legitimate educational interests. This may include contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1));
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2));
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35);
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4));
5. To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5));
6. To organizations conducting studies for, or on behalf of, the District, in order to: develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. (§99.31(a)(6));
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8));
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9));
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10));
11. Information the District has designated as "directory information" under §99.37. (§99.31(a)(11));
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)); or
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

FGA-BR1, STUDENT EDUCATION RECORDS ACCESS & AND AMENDMENT PROCEDURE

Reviewing an Educational Record

The District shall comply with a parent or eligible student's right to inspect and review the student's education-records. This right will be granted using the following procedure:

1. A parent or eligible student shall make a request orally or in writing to the building principal to inspect and review the student's educational records.
2. The building principal must provide a parent or eligible student the opportunity to inspect and review the student's education records within a reasonable period of time, but not more than 45 calendar days following receipt of a request.
3. The building principal shall notify the parent or eligible student of the time and place when the student's education records may be inspected.
4. The building principal shall require the requestor to submit/show a form of state or federally issued identification to verify the identity of the requestor if the requestor is unknown to the principal.
5. The principal or designee shall be present when the parent or eligible student reviews the records.

6. If circumstances prevent a parent or eligible student from reviewing their child's or their education records at the school office, the District shall prepare and mail a copy of the records or make alternative arrangements for the parent or eligible student to inspect and review the records. Any expense incurred from copying and/or mailing the records may be charged to the parent or eligible student at state rates, except as prohibited by law.

The building principal shall respond to reasonable requests for explanations and interpretations of the records in a prompt and equitable manner.

Amending an Educational Record

A parent or eligible student has the right to request an amendment to any portion of the education records they believe to be inaccurate, misleading, or in violation of the student's right to privacy. A parent or eligible student shall use the following procedure to dispute or request an amendment to an educational record. This procedure shall not be used to dispute a grade, disciplinary decision, or opinions/reflections of a school official contained in an educational record.

1. Any request to amend education records shall be made in writing and submitted to the building principal.
2. The principal shall review the request within a reasonable time and approve or deny it. The principal's decision shall be submitted to the parent or eligible student. If the principal denies the amendment request, they shall inform the parent or eligible student of their right to request an appeals hearing.
3. Requests for an appeals hearing shall be submitted to the Superintendent or designee. The hearing shall be held within a reasonable time after the appeal request has been made.
4. The Superintendent or designee shall provide the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
5. The Superintendent or designee shall serve as the hearing officer.
6. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;
7. The parent or eligible student shall have a full and fair opportunity to present evidence related to the amendment request.
8. The Superintendent or designee shall make its decision in writing within a reasonable period of time after the hearing. The decision must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
9. The Superintendent's decision is final and binding.
10. If the Superintendent or designee denies the amendment request, they will notify the parent or eligible student within a reasonable time of their right to submit a written response commenting on the contested material and/or explaining the disagreement with the hearing officer's decision. This written response shall be retained and, when applicable, disseminated in accordance with law.

Policy FGCB

Searches of Students and Students' Personal Possessions

Definitions

This policy defines the following:

- *Personal possessions* include, but are not limited to, a student's vehicle, purse, backpack, bookbag, package(s), and clothing
- *Reasonable suspicion* means that administration has grounds to believe that the search will result in evidence of a violation of District policy, rules, the law, and/or that the violation may be detrimental to the health, safety, or welfare of District students. Reasonable suspicion may be based on a school administrator's personal observation, a report from a student, parent or employee, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Philosophy

A search of a student or a student's personal possessions shall only be undertaken when there is a reasonable suspicion that the student is concealing an object(s) and/or substance(s) in violation of District policy, rules, the law, or that may be

detrimental to the health, safety, or welfare of enrolled students. The building principal or Superintendent must authorize all searches.

Search Procedure

When the building principal or Superintendent has reasonable suspicion that one or more students are carrying a prohibited object, article, or substance or are otherwise in possession of a prohibited object, article, or substance on school property or at a school-sponsored event, all personal possessions belonging to the suspected student(s) may be subject to inspection. When determining the scope of a search, the building principal or Superintendent shall ensure that any measures adopted are reasonably related to the object of the search and not excessively intrusive in light of the age and sex of the student.

Searches of persons should be conducted in private by a school employee of the same sex as the student with a school employee present as a witness. Students may be asked to empty their pockets; however, strip searches shall not be conducted.

The Superintendent must be notified whenever a search has been conducted if the Superintendent was not involved in the search.

Searches of Vehicles

The building principal or designee, with a witness present, shall conduct searches of a student's vehicle[es] if the vehicle is parked on school property and if reasonable suspicion exists with a witness present. The building principal shall make a reasonable attempt to contact the student who owns the vehicle and ensure they are present during the inspection unless an emergency situation warrants an immediate search. If a vehicle is locked and its owner cannot be contacted or refuses to open it, the building principal shall contact law enforcement.

Involvement of Law Enforcement

The building principal or Superintendent may request the assistance of law enforcement to conduct any portion of a school-initiated search of a student's personal possessions that would pose a safety threat if conducted by a school employee. In all other cases, law enforcement must have probable cause in order to search a student's personal possessions.

Violation

Personal possessions in violation of District policy, rules, the law, and/or that may be detrimental to the health, safety, or welfare of District students will be confiscated until further directed by the Superintendent or designee or law enforcement. Illegal substances found during a search of a student's personal possessions will be turned over to law enforcement authorities.

Students in violation of this policy, or any federal/state law, shall be subject to disciplinary action in accordance with the District's student conduct and discipline policy (FF) as determined by the Superintendent or designee, and when appropriate, be referred to law enforcement.

Reporting Requirements

The administrator who authorized the search shall notify the Superintendent whenever a search has been conducted and shall complete a search and seizure report form to be retained in the suspected student's educational record.

A search of a student's personal property or clothing shall only be undertaken when there is a reasonable suspicion that the student is concealing an object(s) or substance(s) in violation of school rules/policy, the law, or which may be detrimental to the health, safety, or welfare of enrolled students. The building principal or Superintendent must authorize all searches.

When the principal/Superintendent has reasonable suspicion that one or more students are carrying a prohibited object, article, or substance or are otherwise in possession of a prohibited object, article, or substance on school property or at a school-sponsored event, all personal property belonging to the suspected student(s) may be subject to inspection. When determining the scope of a search, the principal/Superintendent shall ensure that any measures adopted are reasonably related to the object of the search and not excessively intrusive in light of the age and sex of the student.

Search Procedure

For the purposes of this policy, personal property includes, but is not limited to, a student's vehicle, backpack, book bag, and/or purse. Students may also be asked to empty their pockets; however, strip searches shall not be conducted.

Searches of persons should be conducted in private by a school employee of the same sex as the student with a school employee present as a witness.

Searches of Vehicles

The principal or designee shall conduct searches of student vehicles if the vehicle is parked on school property and if reasonable suspicion exists with a witness present. The principal shall make a reasonable attempt to contact the student who owns the vehicle and ensure s/he is present during the inspection unless an emergency situation is deemed to exist. If a vehicle is locked and its owner cannot be contacted or refuses to open it, the principal shall contact law enforcement.

Involvement of Law Enforcement

The principal/Superintendent may request the assistance of law enforcement to conduct any portion of a school-initiated search of a student/student's personal property that would pose a safety threat if conducted by school staff. In all other cases, law enforcement must have probable cause in order to search a student/student's personal property.

Illegal substances found during searches of students/students' personal property may be turned over to proper authorities.

School Board Policy GCAA, Grade Promotion, Retention and Acceleration

The Dickinson Public School District is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on state and local achievement standards, course content standards, and education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in their intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

Criteria for Determining Promotion and Retention

The decision to promote or retain a student shall be based on at least the following criteria:

1. Whether the student has completed course requirements at the presently assigned grade;
2. Whether the student demonstrates proficiency in enough course content areas to warrant promotion;
3. Whether the student has sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level.
4. Whether the student demonstrates the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.
5. The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.

Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the District's athletic program.

Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

Acceleration

The Superintendent shall develop grade acceleration criteria and approval/denial procedures, which shall be delineated in administrative regulations.

School Board Policy GCC, Protection of Pupil Rights Amendment

Definitions

- *Eligible student* means a student who has reached the age of 18 or becomes an emancipated minor under applicable State law.
- *Instructional material* means instructional content that is provided to a student, regardless of format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet), e.g., teacher's manuals, films, tapes, or other supplementary material, which will be used in connection with any survey, analysis, or evaluation. The term does not include academic tests or academic assessments.
- *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *Personal Information* means individually identifiable information. This includes, but is not limited to, a student or parent's first or last name; a home or physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

Protection of Pupil Rights Amendment

The District adheres to the Protection of Pupil Rights Amendment (PPRA), a federal law that affords parents and eligible students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. An overview of these rights follows:

12. Receive regular notification of the District's policies on PPRA;
13. Provide input in the development of this policy;
14. Consent to federally funded surveys concerning protected information. The District must obtain written consent from the parent or eligible student prior to requiring the student to participate in a survey that is funded in whole or part by a program administered by the Department of Education (Department) if the survey concerns one or more of the following protected areas of information ("protected information survey"):
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parents/guardians; or
 - h. Income, other than as required by law to determine program eligibility;
15. Opt-out of certain surveys and exams even if not federally funded. Parents and eligible students must receive advance notice of any of the following activities and have the right to opt out of them:
 - a. Any protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the District or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or the District; and
16. Inspect certain materials. Upon request, parents and eligible students have the right to inspect the following before the District administers or uses them:
 - a. Protected information surveys of students;
 - b. Surveys created by a third party;
 - c. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - d. Instructional materials used as part of the educational curriculum.

Notification

The District shall directly notify parents and eligible students of this policy at least annually at the beginning of the school year, either through the U.S. mail, during registration, school newsletter, or e-mail, and shall provide updates within a reasonable period of time after any substantive changes to the policy.

In this notification, the District must inform parents or eligible students of the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled during the school year. For surveys and activities scheduled after the school year starts, parents or eligible students will be provided reasonable notification of the planned activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys and shall be provided an opportunity to opt their child out of the following activities and surveys:

1. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
2. Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
3. Certain non-emergency, invasive physical examinations or screenings, as described above.

Inspection of Surveys/Instructional Materials

Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as provided above may do so by sending a written request to the building principal. The principal shall respond to requests within a reasonable period of time after receiving the request and arrange for the parent or eligible student to inspect the applicable materials at the school or District administrative office.

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or eligible student.

Protection of Student Privacy

The Superintendent or designee shall ensure that applicable District confidentiality and data protection policies are in place to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, selling, or other distribution purposes.

All survey requests shall be submitted to the Superintendent or designee for review and/or approval. The Superintendent shall develop criteria to determine if the administration of the survey is appropriate and beneficial for District students and employees and is conducted in accordance with state or federal law and District policy.

Violation of Rights

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint with the Superintendent or designee.

Complaints may also be filed with:

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

School Board Policy GDA, Graduation Requirements

Graduation from Dickinson High School implies that students have satisfactorily completed the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the School Board, faculty, and administration.

The requirements for graduation shall meet or exceed North Dakota law and the appropriate accreditation policies.

Students must have attended eight semesters of high school and must be regularly enrolled at Dickinson High School during their last semester. An exception to the semester rule is early graduation. Applications for early graduation must be submitted according to Policy GDAA--Early Graduation.

Students must have successfully completed at least twenty-six (26) credits of high school coursework before they will be issued a high school diploma. Students must demonstrate successful completion of the following courses to graduate:

- a. Four credits of English language arts.
- b. Three credits of mathematics.
- c. Three credits of science.
- d. Three credits of social studies.
- e. One credit of physical education
- f. Twelve electives.

It is understood that some students will be involved in special and adaptive programs that will result in graduation after successful completion.

The Superintendent will prepare an administrative regulation to implement the Graduation Requirements policy such as specific course requirements needed to graduate.