

Mandan Public Schools



Where the Best Begin

Mandan Elementary
School
Handbook
2013-2014

A Guide for Parents,
Guardians & Students

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MANDAN SCHOOL DISTRICT MISSION STATEMENT

Empowering every student to lead a productive life and positively contribute to society

VISION

Empowering Excellence

SLOGAN

Mandan Schools: Where the Best Begin

MARY STARK ELEMENTARY MISSION STATEMENT

It is the mission of Mary Stark Elementary to provide a quality education in a positive, safe, and respectful learning environment.

MARY STARK ELEMENTARY SCHOOL BELIEFS

Students will strive to...

- Acquire general knowledge to think, reason, and solve problems.
- Become socially conscious and respectful of other cultures, our local community, and themselves.
- Become independent learners with support of families and staff.
- Apply written and verbal communication skills toward becoming resourceful, productive citizens.
- Become computer proficient.
- Feel excited, rested, and prepared by focusing energy on learning.

Mandan Public Elementary Schools

Mission Statement

The Mandan Public Schools will provide a high quality education for all children. We are dedicated to promoting the self-worth of every child. Each child has a basic right to a positive learning environment.

Goals

1. To provide the highest quality education for every child according to his/her individual needs, abilities, and interests.
2. To provide curriculum for continuity and correlation of learning in kindergarten through grade five.
3. To provide students opportunities to achieve self-worth and confidence.
4. To teach children to be responsible citizens; to recognize acceptable limits of behavior; and to have respect for rules, authority, and the rights of others.
5. To encourage family participation in every child's education.
6. To provide a healthy, safe, and clean learning environment.
7. To promote a positive and active school spirit.
8. To create an environment of acceptance, understanding, and compassion.
9. To enhance student learning by providing professional growth and development for staff.
10. To integrate current technologies into the student learning process.

BOARD OF EDUCATION

Tim Rector
Jay Volk
Sheldon Wolf

Lori Foraus
Tim Tausend
Lorraine Davis

Donna Fishbeck
Leland Fleischer
Jill LaMont-Goetz

ADMINISTRATION

Dr. Mike Bitz
Mr. Jeffery Lind
Mrs. Christi Schaeftbauer
Mrs. Becky Heinert
Mr. Ryan Lagasse
Mr. Tracy Klein
Mr. Dave Steckler

Superintendent of Schools
Assistant Superintendent
Business Manager
Food Service Director
Transportation Director
Special Education Director
Principal

Dear Parent/Guardian:

Hiring high quality teachers is a priority at our school. Through federal law, you have the right to information about the professional qualifications of teachers and paraprofessionals at our school. We wish to share that with you.

To be “highly qualified” teachers must:

1. have a state teaching certificate or license
2. have a bachelor’s degree, AND
3. for “new” elementary teachers,
 - pass a rigorous test
 - middle/senior high teachers, pass a rigorous test or have a major/coursework
 - for “not new” teachers, pass a rigorous test: major/coursework, or state evaluation

If, at any time during the school year your child is taught by a teacher for four or more consecutive weeks (such as a long-term substitute teacher) who is not “highly qualified”, you will receive timely notice from our school.

There are also new state qualifications for paraprofessionals serving Schoolwide Title 1 Schools. Paraprofessionals, or instructional teacher aides, assist classroom teachers, schoolwide staff, and special education teachers.

Paraprofessionals or instructional teacher aides must now meet one of the following three requirements to be employed in a schoolwide program:

1. obtained an associate (or higher) degree; or
2. have completed at least two years of study at an institute of higher education; or
3. met a rigorous standard of quality, which includes an assessment of skills in math, reading, and writing.

Please contact me anytime during the school year if you would like more information about teachers who are working with your children. We know school staff members shape the educational environment at school. We are devoted to finding the best quality educators to work with your children to ensure that school is a place where they can succeed.

Sincerely,

Dave Steckler, Principal

Following are tables that list our staff and their qualifications.

Name	Grade level or Subject	Education Degree	Years of Experience	Meets State Qualifications
Barb Luetzen	Early Childhood	BS – ED/Elementary Ed MS – Special Ed Credential :MR, Elem Ed/Special Ed	19	Yes
Farrah Gietzen	Kindergarten	B.A. Elementary/Early Childhood Education	8	Yes
Mary Kautzman	Kindergarten	B.S. Elementary Ed/Special Ed and Kindergarten Endorsement	25	Yes
Jennifer Albrecht	2	B.S. Elementary Education/ Early Childhood Education	14	Yes
Toni Frank	2	B.S. Elementary Ed; Masters of Arts Ed Curriculum & Instruction	10	Yes
Tammy Bopp	1	B.S. Elementary Ed B.S. Early Childhood Education	31	Yes
Tawni Steffan	1	B.S. Elementary Ed	7	Yes
Kim Franz	3	B.S. Elementary Ed; Masters-Elementary Ed	29	Yes
Tiffany Moos	3	Masters Technology	18	Yes
Jinnie Stai	4	BS – Elementary Ed Masters – Elem Ed & Reading	7	Yes
Allison Stoltz	4	BS Elementary Ed with Math Endorsement	3	Yes
Crystal Erickson	5	B.A. Elementary Ed Masters Curriculum Development	10	Yes
Nick Towner	5	B.S. Elementary Ed	7	Yes

Rebecca Maloney	Music	BS Music Education K – 12 BA Vocal Performance	2	Yes
Michele Lind	Librarian	BS – Home Ec Ed/Mass Communications Minors – Child Development & Library Science	11	Yes
Kathy Miller	Speech/Language	BS Special Ed & Speech MS Special Ed	34	Yes
Lisa Watson	Speech/Language	B.S. and MS in Speech Language Pathology	16 1/2	Yes
Meghan Kleven	Specific Learning Disabilities	B.A. History Education Masters – Special Ed Strategy	7	Yes
Jake Kincaid	Physical Education	B.A. k-12 Health	1	Yes
Dallas Heid	Special Ed- D	BS Elementary Education MS LD/Special Ed	7	Yes
Dustin Moser	Counselor	BS – PE Masters – School Counseling	1	Yes
Dave Steckler	Principal	B.S. Elementary Ed Minor Physical Education Masters in Education Administration	23	Yes
Laura Anderson	Reading Specialist	Bachelor of Arts; Major-Elementary Ed; Minor-Early Childhood; Credentials-K-6 Reading & K-6 Math	10½	Yes
Shelley Knowlen	Reading Specialist	B.S. Elementary Ed; Reading Credential	12	Yes
Amy Kvien	Reading Specialist	B.S. Elementary Ed Reading/Early Childhood	18	Yes
Jody Jarding	Reading Specialist	BS Elementary Education and Human Services	3	yes

MARY STARK PARAPROFESSIONAL STAFF

NAME	QUALIFICATIONS	Meets State Qualifications
Kama Hoovestall	BA in Elem Ed & Masters in Sp Ed	Yes
Patricia Bahm	HS Graduate & Para Pro Assessment	Yes
Lori Garman	HS Graduate & Para Pro Assessment	Yes
Joseph Paulus	BS in Criminal Justice	Yes
Tammy Houle	HS Graduate & Para Pro Assessment	Yes
Jane Leingang	HS Graduate & Para Pro Assessment	Yes
Kari Warner	Associate of Arts Degree and Para Pro Assessment	Yes
Patti Wolski	HS Graduate & Para Pro Assessment	Yes
Kristi Holzer	BA in Animal Science	Yes
Erica Scherr	BA in History	Yes
Rhonda Koch-McKoy	BS in Social Work	Yes
Mary Ann Van Loon	HS Graduate & Para Pro Assessment	Yes
Megan Entzi	Associate of Arts Degree	Yes
Shannon Pfliger	HS grad & Para Pro Assessment	Yes

ADDITIONAL CLASSIFIED MARY STARK STAFF

Marion Higgins	Administrative Secretary
Kathleen Kelly	Families in Transition
Laura Just	Social Worker
John Ell	Head Custodian
	Custodian
Rochelle Goyne	Satellite Cook
Marge Goethe	Assistant Cook
Janice Melgaard	Child Nutrition Server
Gayle Schlosser	Child Nutrition Server

July 1, 2013

Dear Parent/Guardian:

As you may know, federal education legislation under the name *No Child Left Behind* (NCLB) is designed to ensure that all children have the opportunity to reach high state academic standards. As part of this plan, parents are given new tools to help their children learn so that they can help schools ensure that, indeed, no child is left behind. To help parents stay informed about their school, NCLB requires schools to describe success in terms of student achievement on state academic tests and to inform parents regarding the results of these tests.

Each school's test results are examined to determine whether or not schools have made Adequate Yearly Progress toward achieving the state's high academic achievement standards. Students who have reached "proficiency" or "advanced proficiency" on the North Dakota State Assessment have met the standards; students scoring "partially proficient" or "novice" have not yet met the standard.

Regarding the North Dakota State Assessment, to make Adequate Yearly Progress, a school must have a certain percentage of students who score at the "proficient" and "advanced" level on the state test. Scores are then broken down into categories of students to try and make sure that all students are reaching the standards. Again, if a certain percentage of students did not score at the "proficient" and "advanced" level, the school would be identified as not making Adequate Yearly Progress. By 2013-14, all students will be required to score at the "proficient" and "advanced" level.

Enclosed you will find our school's Adequate Yearly Progress Report. There are actually four specific criteria that the state reviews to determine if a school has made Adequate Yearly Progress. These four criteria include:

1. Whether the percentage of students on the state assessment in the composite and Subgroup categories on the North Dakota State Assessment are proficient or advanced.
2. Whether 95% of the students in the total school; as well as, in each subgroup; took the state assessment.
3. Whether the school has met the secondary indicator in attendance rate; and
4. Whether the school's achievement and participation rates have passed the test for statistical significance.

Based on the results of the state assessment, our school has not met the required percentage for proficiency for two consecutive years, meaning not enough of our students have scored at the proficient or advanced level on the test. For this reason, our school is considered a school that is not making adequate yearly progress, so we have been identified as a school in need of program improvement.

If you look at the enclosed Adequate Yearly Progress report, you will see that not enough students scored at the proficient or advanced level in math and reading as noted with the asterisks on the attached report.

In our efforts to ensure that all students reach the state's academic standards, that indeed no child is left behind, we must examine student data, gather input from stakeholders, and examine current methods of school programming and instruction. At this time, using data about our students and their achievement, we have identified the following areas as targets for instructional improvement in our state plan:

- To continue individual learning plans for those students who are at-risk. These plans will be supported by a computer-based remedial math and reading program, as well as other resources.
- To continue the Rtl model at Mary Stark Elementary School to provide early support to all students.
- To continue the 90 minute literacy block at Mary Stark Elementary School in grades K-5. This is supported by The Daily 5 management system & CAFÉ instruction.
- To continue take home readers for the K-5 home reading program.

- To continue parent education classes to build academic success through parent involvement.
- To continue additional staffing to support our at-risk students in math and reading.
- To support our at-risk families to address barriers that interfere with student achievement.
- To continue professional development in reading, math, writing and The Daily 5/CAFÉ.
- To continue supporting our students writing by strengthening our 6+1 Writing Traits.
- To strengthen the Positive Behavior Support System to encourage positive school climate for students and staff.
- To continue NDMILE to review indicators of evidence-based practices to improve students learning.
- To continue offering after-school and summer school programs to provide additional opportunities for students learning.
- To loop in first and second grade to provide extend learning.

Because of our identification for program improvement, the state requires that our school submit a school improvement plan to specifically identify how we plan to raise mathematics and reading scores at our school.

Over the last few years a team of school personnel began the work to develop a plan to improve our school and student achievement within our school. The process we have been using to do this is through the NDMILE school improvement system. A school leadership team, led by the building principal, continues to assess school improvement research based areas consisting of (1) school leadership & decision making, (2) curriculum, assessment & instructional planning, (3) school & community, & (4) classroom instruction. A plan of action in each of these areas has been created and approved by the Department of Public Instruction. This plan also addresses numerous items pertaining to the school's Adequate Yearly Progress needs and initiatives. During the course of the upcoming school year our faculty will implement, assess, and continuously update these plans as implementation occurs. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement. If you would like to review this plan, please contact the school office and we will be happy to provide you with the information.

We are holding a parent meeting on **Tuesday, August 20, 2013 at 7:00 p.m.** to review our current improvement plan, further analyze student achievement and other school data, and finalize our targets for instructional improvement and increased student achievement. Please attend this meeting so that you can offer input into our decisions and learn about how you can participate in our school's efforts to leave no child behind. Research continually shows that a parent's participation in their child's education is a key factor in their child's academic success. We need your help and support to make adequate yearly progress.

When a school is identified for program improvement, the *No Child Left Behind* regulations require that schools offer parents school choice. This means that, if a parent **wishes**, he/she may send their child to another school in the district that is currently making adequate yearly progress and transportation costs must be covered by the school district. Since all of the elementary schools in the district did not make adequate yearly progress, school choice is not an option within the Mandan Public Schools.

When a school has been identified for program improvement for two consecutive years or more, students receiving free or reduced lunches are eligible to participate in supplemental education services. Supplemental services are educational services provided to students to help improve their academic achievement. Supplemental services must take place outside the regular school day in before, after-school, weekend, or summer school programming.

If you would like your child to participate in the supplemental services program and your child receives free or reduced price lunches, please complete the enclosed supplemental services form and return the completed form to Mary Stark Elementary School no later than **August 5, 2013**. Only a certain amount of money had been allocated for this special service, so if more students are interested than we have dollars to support, priority will be given to those students who have the lowest scores on the reading and mathematics state test. If you are interested in participating in supplemental services, please review the enclosed informational sheets on North Dakota's approved providers.

Mary Stark was required to select a corrective action option. Once again, Mary Stark has chosen to restructure the school by looping in first and second grade, continue the implementation of the Positive Behavior Support System, support our 90 minute literacy block with the Daily 5 management system and CAFÉ instruction and continue the 60 minute math blocks. The Title 1 Staff will continue to support reading, math and writing during whole and small group instruction in first and second grades. Common planning will continue each week to review student data and interventions.

Mary Stark will have to plan for Alternative Governance. Mary Stark Elementary School has chosen to contract with an outside expert and also some district restructuring will take place with the hiring of a curriculum coordinator. This year Mary Stark Elementary School will be working with Marzano Teacher Evaluation Model to restructure our staff evaluation system. Staff members will be attending PEAK professional development. PEAK is a set of concepts, methods, approaches, strategies and techniques that are the effective teaching tools to help students learn. A curriculum coordinator will be hired for the Mandan Public School District. This position will provide the school with an additional resource to review and evaluate school curriculum. This individual will serve as a leader and coordinator within the development and implementation of the current and new instructional programs. As indicated within this letter earlier, Mary Stark Elementary School participates in NDMILE. This process ensures that we are meeting the required elements of a Program Improvement as outlined in NCLB.

Please feel free to contact the school if you have any questions about Adequate Yearly Progress and *No Child Left Behind*. I look forward to hearing from you.

Sincerely,

Dave Steckler, Principal
Mary Stark Elementary School

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2012 - 2013

Manitowish (PK-12)

30-001-8286 Mary Stark Elem School (8K06)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<http://www.dpi.state.nd.us/ndpublicschoolscommunity/APR1213.pdf>

<u>Reading</u>		<u>Math</u>		<u>Secondary Indicators</u>	
2013 State Intermediate Goals	4th Grade - 91.3% 8th Grade - 90.4% 11th Grade - 85.7%	2013 State Intermediate Goals	4th Grade - 86.4% 8th Grade - 83.3% 11th Grade - 81.0%	Attendance	Result: <input type="text" value="85.0%"/>
Listed below are your school's scores					
<u>Reading</u>		<u>Math</u>		<u>Graduation Rate</u>	
Composite Score	Achievement Goal: 91.30% Result: <input type="text" value="84.26%"/>	Composite Score	Achievement Goal: 86.40% Result: <input type="text" value="71.15%"/>	All Students	Result: <input type="text"/>
Subgroups:	Participation 95% Rule: <input type="text" value="100.00%"/>	Subgroups:	Participation 95% Rule: <input type="text" value="100.00%"/>	Subgroups:	Result: <input type="text"/>
Economically disadvantaged	91.30% <input type="text" value="81.58%"/>	Economically disadvantaged	86.40% <input type="text" value="88.67%"/>	Economically disadvantaged	Result: <input type="text"/>
Ethnicity:		Ethnicity:		Ethnicity:	Result: <input type="text"/>
White	91.30% <input type="text" value="86.67%"/>	White	86.40% <input type="text" value="74.90%"/>	White	Result: <input type="text"/>
Native American	91.30% <input type="text" value="81.86%"/>	Native American	86.40% <input type="text" value="51.85%"/>	Native American	Result: <input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	Result: <input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	Result: <input type="text"/>
Hispanic	<input type="text"/>	Hispanic	<input type="text"/>	Hispanic	Result: <input type="text"/>
Students with disabilities	91.30% <input type="text" value="46.43%"/>	Students with disabilities	86.40% <input type="text" value="53.87%"/>	Students with disabilities	Result: <input type="text"/>
Students with limited English proficiency	<input type="text"/>	Students with limited English proficiency	<input type="text"/>	Students with limited English proficiency	Result: <input type="text"/>
Adequate Yearly Progress Category: Did not meet Adequate Yearly Progress					

Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (S) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are stated every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates not AYP based on the 4-, 5-, or 6-year production improvement target.

July 22, 2013

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the No Child Left Behind Act, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The No Child Left Behind Act requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet in the 2013-2014 school year. It is the goal of the No Child Left Behind Act that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases AYP reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals in reading and mathematics as measured by the North Dakota State Assessment. The reports are called AYP reports, and the district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates.
 - Elementary/Middle Schools—attendance rates
 - High School—graduation rate
4. Whether the district's achievement and participation rates have passed the test for statistical reliability.

Did our district make AYP?

As indicated on the bottom of the enclosed district AYR report, you will find that our district did not make

Adequate Yearly Progress (AYP). This is the district's seventh consecutive year of not making Adequate Yearly Progress; therefore our district will remain identified as a district in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

- Composite score in Reading & Mathematics
- White Subgroup in Reading & Mathematics
- Economically Disadvantaged Subgroup in Reading & Mathematics
- Native American Subgroup in Mathematics
- Students with Disabilities Subgroup in Reading & Mathematics

How does our district compare with other districts in the state?

There were 177 school districts in North Dakota during the 2012-13 school year. Of the 177 school districts, 126 districts did not make AYP.

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Recently a team of administrators, teachers and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

In the future we will have meetings to review our current improvement plan and to further analyze student achievement and other school data, and to finalize our targets for instructional improvement and increased student achievement. We will make you aware of future meetings so that you can offer input into our decisions and learn how you can participate in our school's effort to leave no child behind.

- Professional Development Requirement - Our school district has the option to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district's Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:
 - Teachers and administrators in grades K-12 will receive training on PEAK (Performance Excellence for All Kids) Instructional Strategies from Spence Rogers. In addition teachers,

support staff and administrators will receive training in behavioral strategies (Conscious Discipline/Corwin Kroenberg). These consultants will work with staff to provide them with research-based strategies that will enhance student instruction in math and reading. The behavior strategies will provide staff with suggested strategies to use with those students that pose behavior challenges during learning.

- Elementary K-4 teachers will be working on writing common assessments in math and language arts. Teachers in grade 5 will be identifying their essential learnings in math and language arts on the new Common Core State Standards.
 - The Mandan School District will be implementing a new teacher and principal evaluation system based on the work of Dr. Robert Marzano. The Marzano System of evaluation specializes in deep implementation of teacher growth systems, with the goal of increased student achievement.
 - MPS has hired a new Curriculum Director to work with teachers and administrators in an attempt to improve student achievement.
- The state also offers our district professional development through an annual program improvement workshop, quarterly program improvement news brief, a monthly newsletter, as well as ongoing technical assistance and support.
 - Additional Resources - Our school district believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources all children can succeed. Our district remains committed to No Child Left Behind's goal of closing gaps in the achievement among our students. For this reason, our district has undertaken a number of initiatives to ensure that all children attain proficiency, including:

Elementary

Reading—We continue to promote reading through the recently adopted language arts program, balanced literacy, accelerated reader, compass learning, reading recovery, individual learning plans and other instructional resources and activities to strengthen student growth. Before and after school programming continue to be offered to all students along with daily Resource Room support.

Math—Students achieving below grade level continue to receive additional instruction through the use of researched-based resources and activities. Individual learning plans are implemented for those students that need additional academic support through the use of compass learning and Resource Room support. Before and after school programming continue to support math instruction.

Middle School

Reading—Students in 7th and 8th grade who failed a language arts will be enrolled in an alternative setting for language arts. Mandan Middle School received a middle school alternative education grant from the ND Dept. of Public Instruction. Students in 6th grade that tested below grade level will be in a reading class focusing on the skill development in order to close the achievement gap. The core curricular areas are required to work towards developing Essential Learnings and common assessments in the area of reading working towards meeting the State Standards. After school tutoring will be offered for students struggling in all classes. Students who fail for the school

year or test below proficiency will be scheduled for Summer School and qualify for additional support through the Alternate Learning Center.

Math— Students in 7th and 8th grade who failed a math will be enrolled in an alternative setting for math. Mandan Middle School received a middle school alternative education grant from the ND Dept. of Public Instruction. Students in grades 6, 7, and 8 who fail math or do not make AYP as measured by NDSA will be scheduled to attend Summer School. Math students in grades 7 and 8 have three math level classes that are designed under our math program to meet the needs of every student. The core curricular areas are required to work towards developing Essential Learnings and common assessments in the area of reading, working towards meeting the State Standards. After school tutoring will be offered for students struggling in all classes.

Other—All classrooms in our Middle School have been equipped with Promethean Boards and Audio Enhancement Systems that will help students be engaged in their learning. Mandan Middle school will implement the BRAVE program that will allow students that are behind grade level to follow a point sheet to monitor success in the classroom. Mandan Middle School is also implementing and training teachers in both special education and core areas on the PEAK instructional strategies and interventions.

Senior High

Reading—Mandan High School recently completed a major revision of our Language Arts curriculum. Several new courses were created in order to better meet the needs of students that struggle in reading. One course, "Reading Recovery", is specifically designed to teach reading strategies to at risk students. In addition, High School teachers are required to document 25 minutes of reading in class each week.

Math—The Mathematics department has been focusing on math vocabulary across all classes in order to improve student understanding of math concepts. In addition, a 'Math Minute' program has been incorporated into all of the Career and Technical Education courses.

Other—Mandan High School continues to look for ways to improve test-taking environment/procedures for all students, particularly students with special needs. The district continues to expand its use of the Odysseyware program by hiring a full time teacher to run the program. Odysseyware assists students in recovering high school credits and also assists lower functioning students to improve their reading and math skills. Mandan High School is also implementing and training teachers in both special education and core areas on the PEAK instructional strategies and interventions. The Brave Center Academy, a new alternative School which opened last fall, will be expanded. It is our hope that we will be able to impact more students and increase student achievement as a result of this new endeavor.

- District-wide Corrective Action Measures – Districts not making AYP for three consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind* Act and North Dakota state law. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff

- Restructure the district

Last year, our district chose to operate under new management. It is our plan to continue implementation of this option during the school year.

- Distribution of State Program Improvement Notification—Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.
- District-Wide Alternative Governance—Districts not making AYP for four consecutive years are required to start to implement an alternative governance option. These options include:
 - Defer administrative funds
 - Offer signing bonuses or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

Our district chose to contract with an outside expert. That expert is Spence Rogers, PEAK Instructional Strategies.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the No Child Left Behind Act, our district needs your participation. Supporting the district and becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the No Child Left Behind Act or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Mike Bitz
Superintendent

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2012 - 2013

30-001 Mandan 1 (PK-12)

Modified 05/05/2013
Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<http://www.dpi.state.nd.us/testing/account/AYP1213.pdf>

Reading		Math		Secondary Indicators	
Achievement Goal	Participation 95% Rule	Achievement Goal	Participation 95% Rule	Attendance	Graduation
2013 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2013 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Goal: 93% Result: >=95.0%	Goal: 89% Result: See Below
Composite Score	77.00%*	Composite Score	74.84%*		
Subgroups:		Subgroups:			
Economically disadvantaged	65.64%*	Economically disadvantaged	62.21%*		
Ethnicity:		Ethnicity:			
White	89.14% 78.96%*	White	83.52% 77.40%*		
Native American	89.14% 57.39%*	Native American	83.52% 49.28%*		
Black	89.26% 68.97%*	Black	83.52% 51.35%*		
Asian	89.14% 66.67%*	Asian	83.65% 63.64%		
Hispanic	89.26% 68.42%	Hispanic	83.55% 72.73%		
Students with disabilities	89.14% 56.35%*	Students with disabilities	83.52% 47.91%*		
Students with limited English proficiency	89.14% 45.45%	Students with limited English proficiency	83.52% 63.64%		
Graduation Rate		Graduation Rate			
All Students		All Students			81.48%
Subgroups:		Subgroups:			
Economically disadvantaged		Economically disadvantaged			68.09%*
Ethnicity:		Ethnicity:			
White		White			85.48%*
Native American		Native American			64.29%
Black		Black			
Asian		Asian			
Hispanic		Hispanic			72.73% ⁱ
Students with disabilities		Students with disabilities			73.33%
Students with limited English proficiency		Students with limited English proficiency			

Listed below are your district's scores

Adequate Yearly Progress Category: Did not meet Adequate Yearly Progress

Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target.

Individual Student Services:

➤ **Elementary School Counselor**

Helps students understand his/her abilities and limitations, adjust to a new school, find answers to his/her concerns, learn to make decisions, develop social and career skills amid parent collaborations. Serves as District Title IX Coordinator.

Contact: Dustin Moser – 751.6506

➤ **ELL Teacher:**

English Language Learners are students whose second language is English. (ie. Adopted or moved to the America) A specialist is available.

Contact: Teresa Lindeman – 751.6505

➤ **Emotional Disturbance:**

Service available if an emotional disturbance is diagnosed.

Contact: Dallas Heid – 751.6506

➤ **ECSE:**

Provides services for children from 3 years of age through kindergarten age who have been identified with disability criteria.

Contact: Barb Luetzen – 751.6506

➤ **Intellectual Disabilities:**

Serves students in grades K-12 who have been identified with a disability that require specially designed instruction.

Contact: Katie Mathern & Melanie Beckman – 751-6507

➤ **Occupational Therapy:**

Uses his/her expertise to develop and maintain the motor skills of students with a disability or for functional independence in the least restrictive educational setting.

Contact: Mary Hellman – 751.6500

➤ **Physical Therapy:**

Helps to develop and maintain the motor potential of a student or functional independence in the least restrictive educational setting.

Contact: Lisa LaFleur – 751.6500

➤ **Resource Room:**

Additional assistance for test reading, homework, practice and social skills.

Contact: Kama Hoovestall – 751.6506

➤ **School Nurse:**

Consultant to staff, parents and students. The nurse provides education to classrooms upon request.

Contact: Darcy Jangula, RN – 667-3370

➤ **Specific Learning Disabilities:**

Helps average students who are struggling significantly with reading, writing or math skills.

Contact: Meghan Kleven – 751.6506

➤ **Speech/Language:**

Service that is provided to students who have difficulty with sound production, vocabulary, grammar, problem-solving, concepts and auditory processing, fluency and voice.

Contact: Lisa Watson and Kathy Miller – 751.6506

➤ **Response to Intervention: (Child Study Team)**

A group of educators meet at grade level with the classroom teacher to explore all options available in the school setting to create a successful learning environment for each individual.

Contact: Your child's classroom teacher – 751.6506

➤ **Schoolwide Title 1 Services:**

Title I serves students who are having difficulty with reading.

Contact: Dave Steckler – 751.6506

Elementary Schools Attendance Policy 2013-2014

For students to be successful in school, it is essential they attend school every day and be on time. Research supports attendance as the most important predictor of student success.

Mandan Police Youth Services will be monitoring attendance through PowerSchool, in accordance with FERPA regulations, and will make contact with parents as they deem appropriate.

It will be considered an unexcused absence if the parent/guardian does not call the school within a ½ hour after the tardy bell rings to notify the school that their child will be absent. For example, if the tardy bell rings at 8:50 AM, the student will be considered unexcused at 9:20 AM if his/her parent/guardian has not called. Students that leave in the afternoon prior to 3:00 PM will be considered absent. Calls made by the school to home will be considered safety checks only and will not change the student's unexcused absent code.

If a student is absent, parents must notify the school each day the student is absent. Illness is coded as parental request. When a student is ill, after 3 consecutive parental requests, the student will need a note from a doctor to return to school. If a doctor's note is not turned in, the absences will be coded unexcused. Excessive absences may result in the school referring the student to Burleigh County Social Services, Child Protective Service (BCSS, CPS.)

A student who is absent for any reason 10 days may result in a letter sent home and the student referred to BCSS.

After 20 absences a student may be retained in his/her current grade.

Principals have the right to utilize their discretion on a case by case situation.

TARDINESS

Students are expected to be in class on time. If a student has been tardy 10 days, a letter will be mailed home informing the parent/guardian of the tardiness concern.

If a student has been tardy 20 days, the school will contact social services to develop a plan to ensure prompt attendance. A letter will be mailed home informing the parent/ guardian that social services has be notified.

Students who have a chronic illness or other extenuating circumstance which may contribute to excessive tardiness will have their case addressed by a team consisting of the parent/guardian and school personnel. The meeting will be documented in a school-based plan as appropriate, such as a 504 plan, health plan or Individualized Educational Program, or other individualized plan and monitored accordingly.

Principals have the right to make exceptions in all stages of the process.

ACCEPTABLE USE POLICY

The Mandan Board of Education is committed to the goal of having electronic network facilities used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Mandan Public School District. Users of district facilities and equipment must comply with the district Acceptable Use Policy.

Acceptable use of the network are activities which support teaching and learning. While the use of the electronic network may be provided by the district, the use is considered a privilege and not a right. Electronic searches should be based on acceptable

educational goals and practices. No searches should be attempted without a specific teacher directed mission. While the school district can control and monitor information we place on the system, the school district is not responsible for information available from other parties, such as those on the Internet.

The district shall have the right to inspect folders and files to assure compliance with this policy. Network searching software such as Netscape may only be used in a supervised area with permission from the teacher or supervisor.

Failure to comply with district policy may result in a suspension or revocation of use of district electronic network facilities and/or equipment.

Guidelines for the administration of this policy are available upon request at the principals' office.

ACTIVITY PASS PRICES

Admission prices for the 2013-2014

Season are:

Adult \$6.00

Student \$4.00

Senior Citizen \$4.00

Activity (Pass) Ticket Prices

Adult \$60.00

Student \$30.00

Adult and Student passes are available at the Activities Office.

AFTER SCHOOL PROCEDURES

Students are to go straight home after school is dismissed. Loitering is not permitted. Supervision is only available for bus students.

BICYCLES ON THE SCHOOL

GROUND

The riding of bicycles on school grounds is prohibited. Adequate facilities for parking bicycles are provided on the school grounds and each bicycle must be locked when parked in the racks. Children are not permitted to leave bikes on walks, lawns, or against the building. The school is not responsible for the theft or damage to children's bicycles.

BIRTHDAY INVITATION

It is requested that birthday or party invitations be distributed in school only if every child in the class is to receive one. If only a few students are to be invited, arrangements should be made outside of the school setting.

BUS RULES

Transportation Discipline System:

Mission Statement: To transport all students, a very precious cargo, in a safe, quiet, and enjoyable manner to and from school and school related activities.

Rules of the bus:

1. Respect and obey your bus driver and/or bus aide. Discipline as per school district policy.
2. Stay seated, talk quietly, keep head, arms, or other parts of the body inside the bus, do not disturb others or their property, or throw objects on or off the bus. Failure to follow rule—up to a one week suspension.
3. Fighting, obscene language, physical harm to others, their property, or the bus is forbidden. Failure to follow rule—up to a two week suspension, plus repayment of any damages.
4. Bringing or using unauthorized articles on the bus is forbidden. Use of tobacco, drugs, alcohol, possession of firearms, explosives, matches, knives, or other weapons shall be dealt with severely. Discipline as per school district policy.
5. Bullying/harassment on the bus will not be tolerated.

CONSEQUENCES

If a student creates a safety hazard or causes a discipline problem, the following steps will be taken. Based on the severity of the infraction, school or law enforcement authorities may be notified or suspension may be issued after any infraction. The Director of Transportation will make the final decision.

1st Offense: Parents will be notified in writing or by telephone that the student's behavior is not appropriate. Student may be moved to different assigned seat or another consequence may be given.

2nd Offense: Student rider will be suspended from bus service for three days. A conference will be held with student, administration and/or Transportation Director.

3rd Offense: Student rider will be suspended from bus service for five days and will serve three days of after school detention. A conference will be held to include the student, administration and/or Transportation Director, parent, and driver. Parent will be responsible for picking up the student on the days of after school detention.

4th Offense: Student rider will be suspended from bus service for the remainder of the school year.

CHANGE OF ADDRESS OR PHONE NUMBERS

If a family changes address (home or work place) or telephone during the year, parents must notify the school. This also includes all emergency contacts.

CARE OF BOOKS

The school furnishes textbooks and workbooks for all children. It is very important that children take good care of their books. In case a book is damaged or soiled, the child may be charged for a replacement of that book.

DANGEROUS OBJECTS

No person will possess, handle, carry, or

transmit any weapon or dangerous instrument in any school building, on school supervised areas, in any school vehicle or at any school-sponsored activity.

Any object which could be used to injure another person and which has no school-related purpose for being in school, on school supervised areas, in any school vehicle or at any school-sponsored activity may be considered a weapon for purposes of this policy.

Any object of a threatening nature that has the potential of inflicting bodily harm is prohibited including chains, guns, starter pistols, toy guns, and other look-alikes are to be considered as weapons for the purpose of this policy. Weapons shall be confiscated and will be turned over to the proper authority. Disciplinary action may include but is not limited to suspension or expulsion.

DELIVERIES

If flowers and/or balloons are delivered to school, the student will be notified and able to pick them up at the end of the day from the office.

Notice of Non-Discrimination

Applicants for admission and employment, students, parents, persons with disabilities, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Mandan Public School District #1 are hereby notified that this school does not discriminate on the basis of race, sex, color, national origin, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), or Section 504 is directed to contact

Superintendent

901 Division Street NW

Mandan, ND 58554

(701) 751-6509

who has been designated by the school to coordinate efforts to comply with the regulations regarding nondiscrimination.

DISCIPLINE - See supplemental plan as appropriate

A. Bullying

Bullying or peer abuse is aggressive or harmful behavior which is carried out repeatedly and over time. Bullying can be direct, using open verbal or nonverbal attacks on the victim. Bullying can also be indirect, using exclusion or isolation. The Mandan School District has the responsibility to provide an environment that is safe for students and staff. Therefore, no one (including staff or students) is entitled to use bullying of any form in school, on buses, at school activities, or on school property. A substantiated charge of bullying shall subject a student to disciplinary action.

Bullying is defined in sections 15.1-19-17 through 15.1-19-22 of the ND Century Code as:

1. "Bullying" means:

- 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:
 - (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
 - (2) Places the student in actual and reasonable fear of harm;
 - (3) Places the student in actual and reasonable fear of damage to property of the student; or
 - (4) Substantially disrupts the orderly operation of the public school; or

b. Conduct that is 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:

- (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
- (2) Places the student in actual and reasonable fear of harm;
- (3) Places the student in actual and reasonable fear of damage to property of the student; or
- (4) Substantially disrupts the orderly operation of the public school.

2. "Conduct" includes the use of technology or other electronic media.

B. Harassment

The Mandan School District shall be a place of comfort and safety. It shall be a violation to harass a student or school employee by conduct or communication.

Harassment can be sexual, physical, verbal, or through intimidation / bullying.

Two simple tests are listed below to objectively examine the nature and seriousness of an allegation as follows:

Harassment:

- 1. Was the action intentionally cruel, deliberately hostile, and/or aggressive?
- 2. Was it unwanted?
- 3. Was it repeated?
- 4. What would a reasonable person think?

Sexual Harassment:

- 1. Was the action sexual in nature?
- 2. Was it unwanted?
- 3. Was it repeated?
- 4. What would a reasonable person think?

Any person who believes he or she has been the victim of prohibited harassment

should make a prompt, oral complaint to the teacher/supervisor or building administrator/designee. If the complaint is not resolved informally, the incident should be submitted to the building principal in writing.

A substantiated charge of sexual harassment or harassment shall subject an individual to disciplinary action, up to but not limited to a warning, notification of parents, supervisors, the police, suspension, expulsion or criminal prosecution.

DISPLAYING STUDENT WORK

Our school will be highlighting, and in some cases naming, those students that do exemplary work. It is our policy to periodically post good work. Parents need to alert the principal if they find this objectionable.

DISPUTE RESOLUTION POLICY

Any individual who believes that the Mandan Public Schools has violated the regulations or law governing the Title I program should submit a detailed statement of facts supporting the allegation to the principal. The principal shall investigate the complaint and provide the individual with a written response within thirty (30) days.

Any complaint must include:

- the date;
- the name of the district, unit, or the individual the complaint is against;
- the name, address, and telephone number of the person making the complaint;
- a detailed description of the complaint, including specific facts;
- the signature of the person making the complaint.

In the event the complaint is unresolved, the complainant has thirty (30) days to forward the complaint to the Superintendent. The Superintendent shall hold a hearing within

thirty (30) days of the complainant's request, to determine the validity of the complaint and resolve it if possible.

If the complaint is not resolved to the satisfaction of the complainant, the complainant may forward the complaint to the Department of Public Instruction-Title I, 600 East Boulevard, Bismarck, ND 58505-0440. The Department will investigate the charges and issue a report providing suggestions for resolutions within sixty (60) days of receipt of the complaint.

If the complaint is still not resolved to the satisfaction of the complainant, the complaint may be forwarded to the Secretary of Education, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208

DRESS

1. The wearing of shorts will be at the discretion of the students' parents or guardians. Short shorts will not be allowed.
2. Tee shirts, caps, or jackets that advertise any form of alcohol or drugs, is sexually suggestive, depicts violence, or contains bad language may not be worn.
3. Shirts, blouses, or tops that show excessive bare skin may not be worn.
4. Any clothing articles, chains, insignias or jewelry which may suggest gang affiliation are not to be carried or worn.
5. Caps, hats, bandanas, and other forms of headwear are not permitted for anyone, male or female, except for specifically arranged days.
6. Clothing and or adornments that cause a disruption or disturbance in any school setting is not allowed.
7. Any footwear that has wheels or rollers is prohibited on the school grounds.
8. Parents are asked to ensure that their child dress appropriately in accordance with

daily weather conditions. This includes boots and snow pants when appropriate.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

This act is a federal law affecting public schools and records, the following explanation is necessary to publish so the public is notified in accordance with the Family Education Rights and Privacy Act.

1. Parents and students (18 years or older) have the right to inspect and review the student's educational records.
2. Students or parents wishing a copy of the permanent record for personal use or to be mailed to another similar school or a school of higher education must complete a release of information form which is available at the school the student attends. Eligible students (18 years or older) must sign the form for the release of records while parents must sign for students under the age of 18.
3. An eligible student or a student's parents have the right to seek to correct parts of the student's educational records which he or she believes to be inaccurate, misleading or in violation of student's rights. This right includes a request for a hearing to present the evidence that part(s) of the record be changed if the school district decides not to alter or refused to change.
4. Specific directory information, such as student's name, address, telephone listing, date, and place of birth, major field of studies, participation in officially recognized activities and sports, weight and height as member of athletic teams, dates of attendance, degrees and awards received, and the most recently previous school attended by the student, may be released by the school officials. The school district will make a reasonable

decision whether or not to release information to various agencies or organizations. However, any eligible student or a student's parent may request in writing during the first two weeks of school to their respective principal, if it is felt any part of the information would not be released. The request will not cover pictures taken by news media related to school events.

5. Any person has the right to file a complaint with the Department of Education in Washington, D.C., if the school violates this federal law. The school district limited the disclosure of information contained in a student education record except: 1) by the prior written consent of parent or eligible student, 2) as directory information, or 3) under certain specific circumstances as permitted by federal law.

FIELD TRIPS

Classes may take field trips. Written parental consent is necessary before a child may take part in a trip. A written parental consent form will be signed by each parent upon enrollment of each child to the District. A reminder of the field trip will be sent to the parent by the teacher within the week prior to the trip.

FIRE OR TORNADO DRILLS

North Dakota Law requires that fire or tornado drills be held each month. Drills will be held as weather conditions permit. Should there ever be a real fire or building disaster, the children will be taken to:

Custer - A & B Pizza

Lewis and Clark – Eagles Club

Mary Stark – Head Start

Roosevelt - Christ the King

Fort Lincoln – Redeemer Lutheran

Church & Mary Stark by bus.

Emergency news releases will be made by local media.

GANG ACTIVITY

It is the policy of Mandan School Board that gangs and gang activities are prohibited in schools, at school activities, and on school supervised areas.

The definition of a gang is groups of three or more persons formed to conduct unlawful or inappropriate social activities.

Discipline related to the behavior noted above may include but is not limited to suspension and/or expulsion.

GRADING-REPORTING PUPIL PROGRESS

1. K-3 will use a Standards Based Report Card.
2. The Music, Physical Education, and Art curriculums will be graded with the SIU system in grade 5.
3. In Grade 5, letter grades will be used in all academic subjects.
4. Report cards will be given out three times per year. Parent teacher conferences will be scheduled after the first and second reporting periods.

DISTRICT PERCENTAGE GRADING SYSTEM - 3-12

A+	100-99	A	98-94	A-	93-92
B+	91-90	B	89-85	B-	84-83
C+	82-81	C	80-76	C-	75-74
D+	73-72	D	71-67	D-	66-65
F	64				

GUIDANCE SERVICES

Each school is assigned the services of a school counselor. Counseling services include: individual & group counseling, referral to outside agencies when appropriate, and parenting assistance when requested. Counseling can be initiated by a request of the student, the parent or guardian, or school personnel, on behalf of the student.

HEAD LICE

The Mandan Public School District has a policy with the Custer District Health Unit to handle issues dealing with head lice.

HOMEWORK

We expect the students to do some work at home. The amount of work will increase as the students grow older.

In order to help your child succeed it is important to develop a positive home learning climate. Parents / guardians can accomplish this by:

- encouraging and expecting high performance from your child for school work, household duties and other responsibilities.
- showing interest in what your child does each day in the classroom by asking specific questions.
- providing proper conditions for home study, including a definite study time and space.

IMMUNIZATIONS

In accordance to the North Dakota State law, students attending Mandan Public Schools are required to be up to date on their immunizations. An up to date immunization record must be on file at the school your child attends. Please contact the school, local health department or your health care provider to determine if your child is up to date with required immunizations.

If the school does not have an up to date immunization record on file for your student, the school will notify the parents/ guardians by a letter. N.D. Century Code Chapter 33-06-05 states “ Any child not adhering to the recommended schedule shall provide proof of immunization or a certificate of immunization within thirty days of enrollment or be excluded from school or early childhood

facility.”

If the parent/guardian has a religious, philosophical or moral objection to immunizations, they must provide a signed statement of exemption to be kept on file at the school. A medical exemption requires the physician to sign the statement of exemption to be kept on file.

ILLNESS IN SCHOOL

In case of a child’s illness during school hours, school personnel will contact parents at either the listed home or work telephone number. If contact CANNOT be made with the parent or the alternate number, the child will remain in school unless medical attention is necessary. If a student is deemed well enough to attend school, generally he / she is well enough to participate in all school activities.

LOST AND FOUND

Clothing articles must be properly identified with a name tag. Pupils losing personal belongings should report the name to the office.

MEAL CHARGING PROCEDURE

For Elementary students, an automated notice will be sent when their account balance is \$7.00 (full pay students) or \$2.00 (reduced price lunch); the price of 4 meals. Each subsequent day a low balance notification will be sent via an automated message system until the account is paid. The kitchen staff will give a verbal reminder to each student with a balance at or below \$7.00.

Each student will be able to charge 2 meals after which, charging is not allowed. Breakfast will be denied and an alternative meal will be served at lunch with the Child Nutrition Director’s direction to the kitchen staff.

Student lunch balances can be viewed in the parent’s account in Power School or you may also set up an account by going to www.mynutrikids.com, by setting up an account you may then also deposit money in your student’s lunch account with a credit card, check their balance, or print a transaction report.

If the student brings money on a given day, the student will be allowed to eat that day with no regards of the negative balance.

Because good nutrition is key to the optimal growth and development of children we make every possible attempt to reach parents before meal charging becomes a problem. Free and reduced price meal applications are available at every school and will be accepted at any time during the school year.

If you have any questions or need assistance in filling out the application please call the Child Nutrition Director, Becky Heinert at 751-6500.

MEDICATIONS

Medications will be administered to a student if prescribed during school hours. A *Medication Administration Authorization* form must be signed by the parent/guardian. This form can be obtained from the school office. The medication must be in the most up-to-date pharmacy labeled bottle. It will be stored securely in the school office. The school will send the empty bottle home with the student when more medication is needed. Parents are responsible for providing the medication on a consistent basis. Please contact the school if there is a change to the prescription.

Most over the counter (OTC) medications can be given outside of school hours. If an OTC medication must be given during school

hours, it should be in the original container labeled with student's name and kept in the school office. Parents must complete the *Medication Administration Authorization*. The medication will be dispensed according to the directions on the box.

Students are allowed to carry and self-administer medications such as inhalers and EpiPens during school hours if proper forms are completed and on file. Contact the school office for proper forms.

MILK, BREAKFAST AND LUNCH PROGRAMS

The milk program makes available ½ pint of milk daily. The price for all students drinking milk is \$7.00 for a 20 day ticket.

All schools participate in a breakfast program. Breakfast prices are \$1.15 per day or \$.30 per day if you qualify for a reduced price. This meal will be subtracted from the account used by each student from the regular lunch program.

Lunch price is \$1.85 per day. Reduced lunch price is \$.40 per day. Students access their account via a POS system using their 6 digit Power School ID number.

Children eating hot or cold lunch at school may not leave the school property for any reason without permission from their teacher or principal. Parents may check out their children for noon lunch.

Students are welcome to bring cold lunches from home however we request that meals purchased from restaurants not be brought to school.

MONEY SENT TO SCHOOL

When sending money to school, enclose it in a sealed envelope and clearly mark it with your child's full name.

Children who participate in the lunch program should deposit their lunch money in the office between 8:30 and 9:00 AM. Please make checks payable to the school.

PETS

Pets are not allowed in the school or on the grounds.

PHYSICAL EDUCATION

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

ALL CHILDREN MUST HAVE A PAIR OF NON-MARKING TENNIS SHOES THAT CAN BE LEFT AT SCHOOL FOR INSIDE USE (GYM).

POWERSCHOOL-access to student records

Parent access to PowerSchool (student grades and demographics) can be accessed by going to the Mandan School website at www.mandan.k12.nd.us and selecting the blue PowerSchool link. Mandan Public Schools has enabled a new feature in PowerSchool called Parent Single Sign-On (SSO). Parents are able to sign in to PowerSchool with one username and password. Each parent/family member will need to make an account to access information for each student they wish to view using a username and password of your choosing. If you have misplaced your student's current login information needed to create the new SSO account, this information can be provided by your school office. Due to confidentiality, passwords can only be re-issued to the parent in person. We do not give that information out over the telephone.

Once you have created a new SSO account and if you happen to misplace your new login

information please click on the “Have trouble signing in?” link on the parent login page.

The Mandan School website is also a very valuable source for school information. By clicking on any of the schools, you can find newsletters, school calendars, staff directory, school zones; almost anything you would like to know about the school district.

PROMOTION POLICIES

We believe that whenever possible a student should progress with his own age group. Occasionally, it will be necessary to retain a student in the same grade another year. The decision will be partially based upon the student's ability to successfully achieve at grade level in all subject matter. The student's physical, social, emotional and intellectual needs are also taken into consideration.

Reasonable efforts will be made to confer with parents regarding children who are experiencing academic difficulties.

QUESTIONS OR CONCERNS

For any questions or concerns regarding your child, please follow the steps listed below:

Step 1 - Contact the teacher. Usually the problem or concern can be solved at this level.

Step 2 - Contact the principal, with problems or concerns that are unresolved or continuing in the classroom.

Step 3 - Contact the superintendent. This is a final appeal if the parent/guardian is not satisfied with the decisions at the previous levels.

Questions or problems relating to bussing should be directed to the transportation office at 751-6541 (Also, see Bus Rules)

REPORT CARDS AND CONFERENCES

Report cards are sent home after each

trimester. Parent conferences are held in the fall and again in the late winter for all grades. You will be informed of these scheduled conferences by letter.

Conferences are also called during the year when either the parent or teacher believes one is necessary.

SCHOOL ACCIDENTS

In an event that your child is involved in an accident at school, first aid will be administered by school personnel. If the accident or illness is of a serious nature, parents will be called. If the school is unable to contact parents and the student requires emergency medical treatment, the student may be taken to an emergency room or physician.

Mandan Public Schools does not carry any form of accident, dental or eye glass insurance. It is the responsibility of each family to carry their own insurance and to help educate the children on proper safety precautions.

SCHOOL ENTRANCE REGULATIONS

All children who reached their fifth birthday on or before July 31, are eligible to enter kindergarten at the opening of school. Kindergarten children are normally pre-registered in January.

SEVERE ALLERGIES

Guidelines for addressing the needs of students with severe allergies can be found in the Severe Allergens Handbook which is available on the school website or by request from the school office.

STORMY WEATHER, BLIZZARDS and COLD WEATHER *Instant Notification System*

Mandan School District will continue to use

an instant notification system to communicate with parents and students. With this system, we will be able to instantly notify all parents, students and staff by phone, text or e-mail. For example, if school is going to be cancelled due to bad weather, we will send out a message to every parent, student and staff member letting them know shortly after the decision has been made. The instant notification system utilizes contact information located within Power School. Please check to make sure your contact information is correct and notify the school office of any updates that should be made.

Information about school closings will also be aired via the local radio/TV stations and posted to our Home Page at www.mandan.k12.nd.us. Your family must complete a storm emergency form which will be followed in the event of any early school closure. The “general” guidelines for keeping children inside or for bringing them in early are:

-0 degrees F Below Zero temperature or wind chill

TELEPHONE

Students will be allowed to use the phone if it is granted by school personnel. Routine messages like where to go after school should be taken care of at home before school.

Students are not allowed to use cell phones in the building during normal school hours. Students need to have their cell phones turned off in the building during normal school hours. If a phone is confiscated the student will be allowed to secure it at the end of the day. Any subsequent violation of this policy will result in the phone being held until the parent can come in and secure it.

ALCOHOL/DRUGS

Students may not be in possession of or use any alcohol or any other illicit drug products

in school or out of school. Suspension may result from this behavior. Police may be notified of any incident involving a student using or in possession of illegal substances as this is an illegal act.

TOBACCO USE AND POSSESSION POLICY

Tobacco use is the leading cause of preventable death and disability in North Dakota. For the purposes of this policy, “tobacco” is defined to include any product that contains tobacco, is manufactured from tobacco, or contains nicotine.

1. Possession and/or use of tobacco products by students, staff, and visitors on district property, in district vehicles and at school-sponsored events (whether on or off district property) is prohibited at all times. This policy includes all events sponsored by the school and all events on school property that are not sponsored by, or associated with, the school.
2. The School District will not allow advertising of tobacco products in school buildings, on school property, at school functions, on district property and in all school publications. This includes clothing that advertises tobacco products.
3. Individuals requesting assistance with tobacco cessation services will be referred to North Dakota Tobacco Quitline or North Dakota QuitNet. These are free cessation services provided to citizens of North Dakota.

TOYS

Many types of toys & electronics are very distracting to children and have no place in school. Exceptions are: baseball mitts, tennis balls, hacky sack, and other soft balls for use outside during recess or noon lunch.

VISION SCREENING

Vision screening will be offered to Kindergarten, second and fourth grades. If there are concerns about the student's vision at that time, a referral will be sent home with the student. Financial assistance is available through the school nurse for qualifying students.

VISITORS

Children are not permitted to bring friends from other schools, younger brothers and sisters, or other guests. Parents are welcome to visit the classroom. Prior arrangements should be made. It is suggested that you do not visit the first two weeks of the term, the last day preceding a vacation, or the last week of the school year. Parents should refrain from bringing pre-school children when visiting the classroom.

WELLNESS POLICY

Parents are encouraged to send healthy snacks to school in accordance with the district wellness policy.



Mandan Public Schools
Medication Administration Authorization
Preschool/Elementary/Secondary
 Revised 5/2007

Directions for Parent: Please complete this form if you want MPS staff to administer prescription and non-prescription medications to your child. (1) This form must accompany each medication to be administered; (2) This form must accompany each new medication or change in dosage that may occur during the school year; and (3) All types of medications must be in their original containers. We ask that you deliver your child's medication to the designated school personnel (rather than your child). Thank you for your cooperation!

Name of Student:	Date of Birth:	Teacher/Grade:
Name of Medication:	Dose:	Time/Frequency:
Route (Circle One): By Mouth Inhaled Nasal Apply to Skin Eyes Ears		
Reason for Medication:		Continue Until:
Instructions for Use:		
Major Side Effects:		
Other Information Staff Should Know about Student and this Medication:		
Primary Physician:		Phone #:

Authorization:

- I give permission to Mandan Public School personnel and/or medical personnel, designated by the School District, to administer this medication. I understand that administration of this medication will not necessarily be done by a nurse.
- I will notify the school immediately if my child's health status changes or this medication is discontinued.
- I give permission to School personnel and designated medical staff to contact the physician as needed; and that medication/health information may be shared with staff that needs to know.

I have read and understand the "Directions" and "Authorization" sections listed above. I authorize school personnel (and medical personnel designated by the District) to administer this medication to my child.

Name of Parent (please print) **Daytime Contact Phone Number**

Signature of Parent **Today's Date**

For School Use Only:

Short Term Administration						
Date: _____	Time: _____	Initials: _____	Date: _____	Time: _____	Initials: _____	Date Received: _____
Date: _____	Time: _____	Initials: _____	Date: _____	Time: _____	Initials: _____	Signatures: _____
Date: _____	Time: _____	Initials: _____	Date: _____	Time: _____	Initials: _____	_____
Date: _____	Time: _____	Initials: _____	Date: _____	Time: _____	Initials: _____	_____

2013– Mandan Public School – 2014

AUGUST '13							7 days
S	M	T	W	Th	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

SEPTEMBER '13							19 days
S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

OCTOBER '13							21 days
S	M	T	W	Th	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

NOVEMBER '13							17 days
S	M	T	W	Th	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

DECEMBER '13							15 days
S	M	T	W	Th	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Mandan Public School
901 Division Street NW
Mandan, ND 58554
www.mandan.k12.nd.us

2013
 Aug. 19 ----- Professional Development Day
 Aug. 20 ----- Professional Development Day
 Aug. 21 ----- Professional Development Day
 Aug. 22 ----- First Day of School
 Sept. 2 ----- Labor Day- No School
 Sept. 11 ----- Early Dismissal
 Sept. 30 ----- Professional Development Day
 Oct. 17 & 18 ----- Teacher Convention- No School
 Nov. 4&5 ----- Parent/Teacher Conf. (6-12) 4:00-7:30
 Nov. 8th ----- No School
 Nov. 11 ----- No School Veteran's Day
 Nov. 20 ----- Early Dismissal
 Nov. 25& 26 ----- Parent Teacher Conf. (K-5) 3:30-7:00
 Nov. 28 & 29 ----- Thanksgiving- No School
 Dec. 20 ----- Last day of School before Christmas Break

2014
 Jan. 2 ----- School Reconvenes After Holidays
 Jan. 20 ----- Martin Luther King Day- No School
 Jan. 21 ----- Professional Development Day
 Feb. 5 ----- Early Dismissal
 Feb. 10&11 ----- Parent/Teacher Conf. (6-8) 4:00-7:30
 Feb. 17 ----- No School President's Day
 Feb. 24&25 ----- Parent/Teacher Conf. (9-12) 4:00-7:30
 March 3&4 ----- Parent Teacher Conf. (K-5) 3:30-7:00
 March 14 ----- Spring Break - No School
 April 2 ----- Early Dismissal
 April 18 ----- Easter Break- No School
 April 21 ----- Easter Break- No School
 May 23 ----- Last Day of School
 May 25 ----- Graduation at 2:00
 May 27 ----- First Day of Summer School

Feb. 17, March 14, & April 21 ----- Storm Days

First And Last Day Of School
No School-Teacher Prof. Development Days
No School-Cannot As School Day
No School For All Students
Early Dismissal

K-5

End of 1st trimester..... (57 days) November 15
 End of 2nd trimester..... (62 days) February 28
 End of 3rd trimester..... (56 days) May 23
 Days of Classroom Instruction..... 175 Days

6-12

End of 1st 9 weeks..... (43 days) October 25
 End of 2nd 9 weeks..... (44 days) January 10
 End of 3rd 9 weeks..... (45 days) March 20
 End of 4th 9 weeks..... (43 days) May 23
 Days of Classroom Instruction..... 175 Days

Professional Development Days.....5
 Holidays.....3
 Parent/Teacher Conferences.....2
 Contract Days.....185

JANUARY '14							20 days
S	M	T	W	Th	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

FEBRUARY '14							19 days
S	M	T	W	Th	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28		

MARCH '14							20 days
S	M	T	W	Th	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

APRIL '14							20 days
S	M	T	W	Th	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

MAY '14							17 days
S	M	T	W	Th	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

