

LINCOLN ELEMENTARY



STUDENT & PARENT HANDBOOK 2024-2025

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TABLE OF CONTENTS

Our Lincoln Beliefs	3
BPS & Lincoln Elementary Mission and Vision	4
School Information	5
School Day	5
Excusing Students During School Hours	5
Illness, Injuries & Accidents	5
Visitation	5
Visitor Code of Conduct	6
Attendance and Make-Up Policy	6
Phone Calls During the School Day	7
Cell Phone, Smart Watch and Electronic Device Usage	7
Meals	8
Snacks	8
Allergies	8
Emergency and Disaster Drills	9
Parent-Teacher Conferences	9
Dress Code	9
Study/Field Trips	10
Recess	10
Morning Drop-Off	11
Additional Educational Supports	12
Library	12
Music	12
Physical Education	12
Student Support Services	13
Counseling	13
Social Work	13
Lincoln School Wide Behavior Plan	14
Purpose	14
Bolts	14
Sparks	15
Traveling Trophy & Celebration Assembly	15
Voice Levels	16
Lightning Five	16
Morning Meeting	16
Components of Morning Meeting	16
Life Skills	17
Second Step	18
CHAMPS Model	19
Effectively Responding to Classroom Misbehavior	20
30 Second Intervention Examples	21
Fix-it Plan Ideas	22
Fix-it Plan Form	22
Disclosures	24



Our Lincoln Beliefs

At Lincoln Elementary, we are

Respectful

Responsible

Safe

Kind

BPS & Lincoln Elementary Mission and Vision

Mission

Empower every learner to thrive.

Vision

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

Values

Excellence, Innovation, Inclusion and Leadership



School Information

School Day

The elementary school day is from 8:35 a.m. to 3:05 p.m. Doors to the school open at 7:30 a.m. Students arriving before 8:00 a.m. should report to the cafeteria for breakfast or to the gym, as playground supervision begins at 8:00 a.m. Students not eating breakfast at school are encouraged to come to school between 8:20 and 8:35 a.m. There is no supervision after school, unless students are enrolled in CREA/ESP. As such, children are required to go directly home after dismissal.

Excusing Students During School Hours

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

Illness, Injuries & Accidents

In the event a student becomes ill or an accident occurs at school, the school will provide emergency care, notify parent or guardian, and in serious instances, call 911. All accidents occurring on school property or during school activities should be reported to the principal's office. The school district provides no medical insurance benefits for school related injuries. Damage to or loss of glasses or any other personal property is not covered under any school insurance plan.

Visitation

All visitors to school must be buzzed into the school, check in at the office, and receive a visitor's badge. Parents/Guardians may visit their child's classes on school days, subject to the advanced approval of the principal and classroom teacher.

Visitor Code of Conduct

BPS is fortunate to have supportive and friendly parents and community members who help model appropriate behavior for all children. It is important for students to see adults work together so they too can learn to be productive, contributing community members. In addition, it is essential that BPS continues to be transparent and collaborative with all stakeholders. Creating a safe, caring, and respectful school environment is the work of all staff, students, parents, and our community. For your reference our Code of Conduct and Stakeholder Commitments can be found [HERE](#).

Attendance and Make-Up Policy

School attendance is a major factor when it comes to school success. The most crucial learning hours of a school day are the morning hours. This is the part of the day when students are most attentive. Students who are tardy, miss the beginning of their morning classes and miss the time when they can best learn. Parents should call the school prior to 8:30 am on the morning of an absence.

Students arriving late must check in at the school office. If a child is ill, he/she should not attend school and risk transmitting the disease to others. Upon returning from a doctor or dentist appointment, students should bring a note to school from his/her doctor informing the office of the absence.

Students are expected to be in class on time, which means to be in the classroom when the final bell rings.

- If a student arrives at school between 8:35 – 9:35 a.m., they will be considered tardy; if a student leaves school between 2:05 – 3:05 p.m., they will be considered tardy.
- If a student arrives at school after 9:35 a.m., the student will be considered absent for the morning. If the student leaves before 2:05 p.m., the student will be considered absent for the afternoon.

Whenever possible, please try to arrange appointments outside of school hours. Arrangements should be made with the classroom teacher regarding any missed school work.

Regular school attendance is a parent-child responsibility and the school is required by law to report educational neglect. Absences, even with the approval of the parent(s)/guardian(s), which are excessive and/or interfere with the student's educational program, could be interpreted as educational neglect and Child Protection Services may be notified.

Phone Calls During the School Day

To minimize disruptions during the school day, please consider the following guidelines:

- **Prior Arrangements:** Whenever possible, make arrangements with your child regarding after-school plans before the school day begins.
- **Emergency-Only Interruptions:** Students and teachers will not be interrupted for non-emergency phone calls. Messages will be taken and delivered in a manner that does not disrupt learning. Please note that while staff will do their best to deliver messages received in the last 30 minutes of the school day, this may not always be possible.
- **Student Phone Calls:** Students must receive permission from a teacher or office staff to make a phone call. Requests for phone calls related to social plans after school will be denied.
- **Cell Phone and Smartwatch Use:** Students are not permitted to use cellphones or smartwatches during the school day.

Cell Phone, Smart Watch and Electronic Device Usage

Students are not allowed to use cell phones, smartwatches, or personal electronic devices during the school day. These devices may be confiscated if used inappropriately or if they disrupt the learning environment. If this occurs, a parent or guardian may need to retrieve the device from school. Continued misuse of personal electronic devices will result in the student losing the privilege to bring them to school. Students must adhere to the [Responsible Use Policy](#) when using district-owned or personal technology devices. As with any personal possession, students are responsible for the care and security of their devices. The school is not responsible for lost, damaged, or stolen personal electronic devices on school grounds or during transit to and from school.

Meals

Any child from grades K—5 may eat school breakfast and lunch. Breakfast is served from 7:45 - 8:15 each school day. Students may bring a cold lunch from home or purchase a school-prepared lunch. Money for meals should be brought to the school office before classes begin in the morning. Parents may also make payments to their child's meal account online via [LINQ Connect](#). Milk and meal prices can be found in the Child Nutrition page of the [BPS website](#). Free or reduced-price meals are available for those students who qualify. Information regarding eligibility and application is also available on the [BPS website](#). Applications can be completed online or a completed hardcopy can be turned in to the school office.

Snacks

Bismarck Public Schools has a [Wellness Policy](#). The policy states "Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and 100% juice, milk or water as the primary beverages". High-calorie snacks eaten in the morning may cause students to eat poorly at lunch and become hungry later in the school day. Keep the children's health in mind when bringing snacks or celebration foods to the classroom. The healthy snack list provides recommendations for light snacks appropriate for fueling young bodies and minds and is available on the [BPS website](#).

Allergies

The Bismarck Public School District is aware of increasing concerns for children with life threatening allergies. The most common allergens are peanuts and tree nuts. Here is the [Severe Allergy Handbook](#). Accommodations for students with life-threatening allergies are made according to age and developmental level. Forms for the student's health care provider and parent/guardian are required and are also available in the Severe Allergy Handbook. Our school staff have received education and training regarding allergies.

Emergency and Disaster Drills

Student safety is a high priority. On a monthly basis, students practice one of the [four critical responses](#). Students and staff are informed as to exact procedures in all emergency and disaster drills. In the event of an official safety emergency, parents will be notified regarding next steps.

Parent-Teacher Conferences

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

Dress Code

Although personal grooming and dress are primarily matters of concern between the students and their parents or guardians, it becomes a concern of the school when grooming and dress patterns create a disruptive influence upon the educational program of the school, endanger the health and safety of the student body, or result in the destruction of school property. Furthermore, good personal appearance is conducive to a positive learning environment and a strong school culture, reflective of school district values.

The school board, therefore, encourages the students to use sound judgment in dress and grooming, and prohibits the wearing of clothing and/or accessories that endanger the health and safety of students and staff or that result in the destruction of school property. Because the Bismarck School Board's Drug Education Policy stresses prevention and a clear message of abstinence from any use of illegal drugs and abuse of any legal drugs or alcohol, articles of clothing or accessories that depict or promote the use of tobacco, alcohol or other drugs may not be worn at school functions or on school property. Also, because it is the Bismarck School District's policy to provide students with a learning environment free from any form of sexual harassment, prohibited articles of clothing include (but are not limited to) clothing that displays objects, pictures, writing, designs or representations that are obscene, profane, lewd, vulgar, or sexually suggestive.

Clothing styles that are immodest, excessively revealing or show a student's undergarments may not be worn in school. Any clothing or accessories that detract from the educational environment will be judged on an individual basis by the building administrator. A student with inappropriate dress will be asked to modify clothing choices or have their parents bring them appropriate clothing.

Study/Field Trips

Classroom teachers may occasionally schedule study/field trips. Study/field trips can be an extremely valuable learning experience. On some occasions, parents may be asked to assist in providing rides for their own children.

Recess

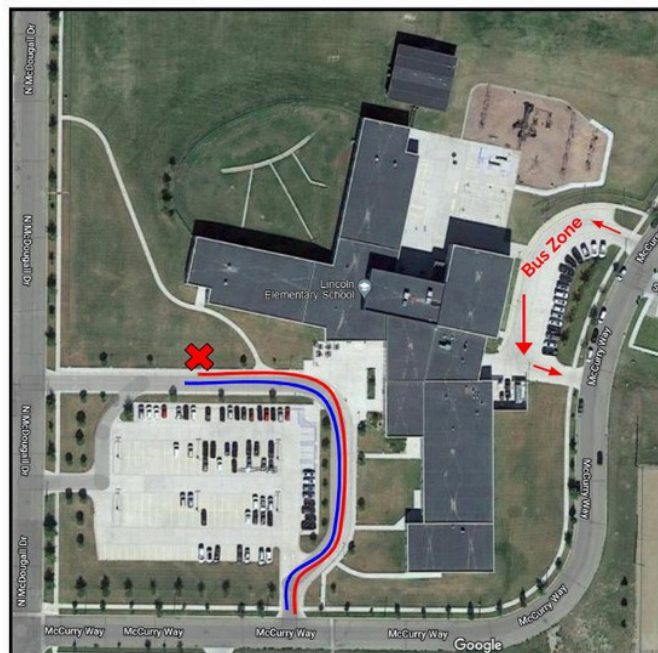
Students in all grades are given recess periods according to the time that best fits daily schedules. These schedules are determined by the building principal. Recess periods are supervised by adult members of the school staff and are generally ten to fifteen minutes in length.

Lincoln asks that both students and parents are aware of weather conditions during school days. Coming to school with appropriate snow gear; i.e. snow boots, snow pants, hats, gloves, scarves, and coats, is very important as students will be outside two to three times per day.

Morning Drop-Off

Please see the following guidelines for clarification of dropping students off at Lincoln Elementary.

- This is a DRIVE-THROUGH zone ONLY.
- Drop-off should occur only in the **drive-through lane** (RED - **the right lane nearest the curb**. See map below)
- **Exit lane** (BLUE - **left lane nearest the parking lot**. See map below) is strictly for exiting this zone after students have exited the vehicle.
- Students should NOT be dropped off from anywhere in the exit lane.
- Dropping off from within the parking lot is **strictly prohibited** as it is a major safety concern and often blocks our handicapped parking spaces.
- Students should be COMPLETELY ready to exit the car before entering the drive-through zone.
- While in the drive-through lane, please pull all the way to the sign (RED X on the map) or until traffic is stopped.
- Park next to the curb and come to a complete stop. DO NOT LEAVE YOUR VEHICLE
- Students should exit vehicles IMMEDIATELY on the passenger side, once vehicles come to a complete stop in the drive-through lane.
- When a student has exited the vehicle and is making their way to the door, the driver should signal and turn into the exit lane.



Additional Educational Supports

Library

School district policy states that all Bismarck elementary students will be allowed to search the collections of all libraries in the Bismarck Public School library system. They may check out materials from their own library, and, with the help from the librarian/assistant, may request materials from any Bismarck Public School library, unless the parent/guardian has restricted their access in writing. In order to provide the best access to materials, our elementary libraries allow materials to be checked out for a period of time to be determined by the librarian. That time is usually one week for lower grades and up to two weeks for upper grades. Materials may be renewed if necessary, as determined by the librarian/assistant. If a student has an overdue item, the child may not check out another item until the overdue item is returned. If a borrowed item from any library is lost or damaged, it is up to the student and parents to pay for the replacement cost of the item(s).

Music

General music classes are provided each week to all students in grades K-5. Additionally, each grade level performs one music program per year. Orchestra is also offered for students in grades 4-5. These times vary and may be before or during the school day.

Physical Education

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

Student Support Services

All students' academic, social, emotional, and behavioral needs are supported holistically to be choice-ready for college, career, and community (within a positive, safe, and productive learning environment). We accomplish this through a continuum of services, an integrated framework of high quality instruction, data-driven decision-making, collaboration, and shared leadership.

Lincoln Elementary provides a comprehensive array of services to support learners, including District Reading, [Title VII Indian Education](#), [Social Work](#), Guidance and Counseling, [Gifted Education](#), [Section 504](#), [School Nurse](#), Speech Language, [Occupational Therapy](#), [English Second Language](#), and [Special Education](#). Each service has its own eligibility and/or evaluation process, and each school utilizes our integrated framework. Parents are important members of these teams. For more information about these services, or to initiate a team meeting for his/her child, a parent may contact the child's teacher or principal.

Counseling

A comprehensive school counseling program is available to all students in Bismarck Public Elementary Schools. This program is preventive and developmental in nature. The classroom guidance curriculum emphasizes learning life skills and behaviors that will help each student become a responsible, productive member of society. Elementary school counselors assist with day to day needs and other situations requiring conflict resolution in the school setting. Counselors may serve as consultants to parents and teachers regarding personal, social, or academic development of a student. They may also act as referral agents and as a liaison to community agencies. With parental consent, students may be involved, on a regular basis, in small group counseling, or individual counseling to address specific concerns such as: study skills, family changes, grief, anger, and social skills.

Social Work

Bismarck Public Schools employ School Social Workers at each of the elementary schools within the district. School Social Workers serve as a liaison between school,

home, and community. They serve as advocates on behalf of families and students and provide information and/or referrals for services available to eligible students and families. School Social Workers also provide extensive supportive services to students within the school who may be experiencing significant social, emotional, and behavioral challenges that interfere with the educational process. Additionally, School Social Workers provide crisis intervention and remediation for students.

Lincoln School Wide Behavior Plan


Lincoln's school wide behavior plan revolves around identifying appropriate and inappropriate behaviors. Appropriate behaviors are responsible, respectful, safe and kind behaviors. Whereas, unacceptable & inappropriate actions are disrespectful, dishonest, unsafe or unkind behaviors.

Purpose

- Provide a common approach to discipline
- Establish school-wide expectations
- Teach expectations directly
- Encourage appropriate behavior
- Discourage inappropriate behavior
- Collect and utilize data

Bolts





Students who go above and beyond expected behaviors will receive a Bolt from the staff member that witnesses the behavior. Bolts are a carbon copy certificate which is filled out by a staff member. The student will keep the original and the carbon copy is turned into the principal. The student is recognized at the monthly Student Assembly. Students receive a Lightning Pin for the first Bolt they receive each school year.



BOLT's BRILLIANT BEHAVIOR

Student _____ Grade/Teacher _____
First and Last Name

is being recognized for using the following Lincoln Beliefs:

 Respectful Responsible Safe Kind

Awarded by: _____ Date: _____

My brilliant behavior was:



Sparks

Sparks are given to students for meeting/displaying schoolwide behavior expectations which are tied to the Lincoln Beliefs and/or Second Step lessons. Each classroom teacher develops a plan to assist students in responsibly collecting their Sparks. Bi-monthly, each classroom will visit "The Storm Cloud" to redeem their Sparks for prizes.

Traveling Trophy & Celebration Assembly

Traveling Trophies are awarded each month during the Schoolwide Celebration Assembly to classrooms that display exceptional behaviors in their specials, at recess, and in the hallways. Teachers will nominate the winners each month and the class with the most votes for the month will be recognized and receive a traveling trophy at the monthly schoolwide student assembly.

During the monthly schoolwide behavior celebration, all classrooms will meet in the gymnasium to celebrate positive behaviors. Students who have received a Bolt will be recognized in front of the school, earning a pin for their first Bolt of the school year. A fun activity, often involving students and teachers, occurs each month, special awards and announcements are shared, and the school song is led by the classrooms which received the traveling trophy at the previous assembly.



Voice Levels

- Level 0 - Silent Voice - No Talking
- Level 1 - Whisper Voice - Partner Talk
- Level 2 - Normal Voice - Table Talk
- Level 3 - Loud Proud Voice - Classroom Talk
- Level 4 - Outside Voice - Playground Talk

Lightning Five

1. Voices Off
2. Ears Listening
3. Eyes Watching
4. Hands Empty
5. Body Still



Morning Meeting

Morning Meeting is a highly effective technique for welcoming students into the classroom each day. This technique has a wide array of benefits for students including:

- To welcome students to school
- To set a positive tone for the day
- To reinforce literacy and other academic skills
- To encourage a sense of community
- To send students into the day ready to learn

Components of Morning Meeting

Greeting: Students and teachers greet one another by name.

Sharing: Students share information about important events in their lives. Listeners offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion.

Morning Message: Students read a short message written by their teacher. The message is crafted to help students focus on the work they will do in school that day.

Life Skills

The tools that we learn and practice daily as we work to become responsible students and citizens.

Caring: To feel and show concern for others.

Common Sense: To use good judgment.

Cooperation: To work together toward a common goal or purpose.

Courage: To act according to one's belief despite fear of adverse consequences.

Creativity: To imagine ways to solve a problem or produce a product; to invent something original or redesign something for a different use.

Curiosity: A desire to investigate and seek to understand one's world.

Effort: To do your best.

Flexibility: To be willing to alter plans when necessary.

Friendship: To make and keep a friend through mutual trust and caring.

Initiative: To do something, of one's own free will, because it needs to be done.

Integrity: To act according to a sense of what's right and wrong.

Organization: To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use.

Patience: To wait calmly for someone or something.

Perseverance: To keep at it.

Pride: Satisfaction from doing one's personal best.

Problem Solving: To create solutions to difficult situations and everyday problems.

Resourcefulness: To respond to challenges and opportunities in innovative and creative ways.

Responsibility: To respond when appropriate; to be accountable for one's actions.

Sense of Humor: To laugh and be playful without harming others.

Second Step

Second Step is a classroom-based social skills curriculum which teaches social-emotional skills. It is aimed at reducing impulsive and aggressive behavior while increasing social competence. Second Step teaches children to identify and understand their own, as well as others' emotions. Students are taught to manage their reactions and decision-making processes when having emotional difficulty.

Problem-Solving Steps:

Say the problem

Think of solutions

Explore consequences

Pick the best solution

The graphic is a poster titled "Problem-Solving Steps" with a purple header. Below the title, two cartoon children are shown walking up a staircase. The staircase has four steps, each with a letter and a description. The first step is labeled 'S' for "Say the problem without blame". The second step is labeled 'T' for "Think of solutions safe and respectful". The third step is labeled 'E' for "Explore consequences what could happen if...". The fourth step is labeled 'P' for "Pick the best solution make your plan". The background of the staircase is green and orange. At the bottom left is the logo for "committee for children" and at the bottom right is the "secondSTEP" logo.

Problem-Solving Steps

S
Say the problem
.....
without blame

T
Think of solutions
.....
safe and respectful

E
Explore consequences
.....
what could happen if...

P
Pick the best solution
.....
make your plan

committee for children

secondSTEP

CHAMPS Model

The CHAMPS model is a research based, effective classroom management program that is proactive, positive and instructional. The model guides the teacher in how to make effective decisions about managing behavior. Classroom management using the CHAMPS model involves structuring a classroom for success, teaching students how to be successful in the classroom, observe student behavior, interact positively and correct fluently. It uses the following framework for explicitly teaching and reviewing classroom expectations:

Conversation: Can students talk to each other?

Help: How do students get their questions answered? How do they get your attention?

Activity: What is the task or objective?

Movement: Can students move about?

Participation: What does the expected student behavior look and sound like?

Success: If students follow the CHAMPS expectations, they will be successful.

Effectively Responding to Classroom Misbehavior

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
Behavior	Talking Out/Blurting Off Task No Materials No Homework Not Following Directions Dress Code Violation Non-compliance Minor Disruptions (chair noises, brief pencil tapping) Tattling Sarcasm/Smart Comments	Disrespect Defiance Verbal Aggression Mild Physical Aggression (pushing, poking, minor hitting) Class Disruption (pounding on desk, shouting in class) Repeat Offenses	Bottom Line Behaviors: Assault/Physical Contact/ Harassment/Alcohol/Drugs Destruction of Property/Theft Weapons Strong and Repetitive Defiance
	30-Second Interventions (Conference or Ignore)	Fix-It Plan (In-Class Consequences)	Office Discipline Referral (Out-of-Class Consequences)
Response to Behavior	TEACHING AND PRACTICE OF EXPECTED BEHAVIOR (Occurs with every misbehavior)		
	Proximity Verbal Cue/Redirect Signal/Gesture/Look Record Misbehavior Model/Practice Expectation Discussion with student Planned Feedback Planned Ignoring Parent Contact	<u>Previous Responses Plus:</u> Conference with Teacher (paired with Fix-It Plan) Positive Practice Timeout Time Owed Loss of Privileges Restitution (make it right)	Parental Involvement Possible Behavior Intervention Plan Re-Teach with Support of Staff De-Escalation Techniques Inter-Agency Support (PYB/BCSS) Detention Suspension
This behavior requires...	Correction at the time in the setting (No documentation)	Correction at the time, assign a correction plan (fix-it). Requires documentation that goes to office	Immediate administrative involvement and written documentation

30 Second Intervention Examples

Is what you're doing ok now?

What's your job now?

IS WHAT YOU'RE DOING, HELPING OR HURTING?

What's the rule?

When will you be ready to start?

WHAT ARE YOU SUPPOSED TO BE DOING?

Do you want to figure out a better way?

IT LOOKS LIKE YOU HAVE A PROBLEM. HOW COULD I HELP YOU SOLVE IT?

WHAT CAN I DO TO HELP YOU SO YOU CAN.....

How can I help you?

Fix-it Plan Ideas

Many students may have several things to do to “fix” a problem. Here is a starter list of fix-it plans ideas:

- Read a book with younger students on teasing, bullying, friendships, etc.
- Draw a picture for the other student
- Have student call home and inform parents/guardian
- Have student clean up the mess that they made after school or at recess
- Carry lunch trays for students
- Be a helper in the lunch area such as cleaning trays, stacking trays, and etc.
- Random acts of kindness (opening door for others, helping others) and write about this and share with teacher
- Clean up classrooms
- Model appropriate behavior to a classroom
- Role play appropriate situations
- Make compliment cards
- Rewrite rules and share and post them in your class or another class
- Complete a written contract with student
- Practice skills with another adult or classroom
- Make a poster
- Make cue cards for targeted behavior
- Social Behavior Mapping
- Behavior contract
- Help teacher present or prepare for a classroom lesson
- Help student set up a self monitoring chart
- Apologize face to face to the other student
- Walk with supervisor during recess and help other students
- Replace or rewrite what was torn

Fix-it Plan Form



My "Fix It" Plan

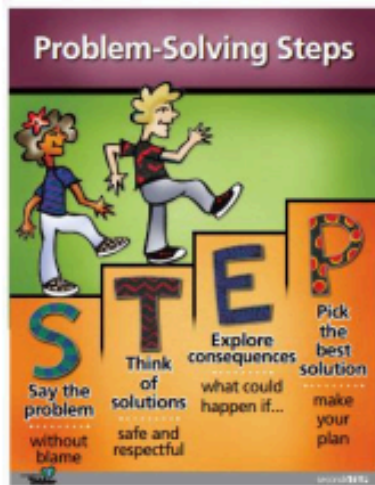
I have taken a misstep with my behavior, and I want to fix it!



Student: _____ Grade/Teacher: _____

Date: _____ Time: _____ Adult Supervisor: _____

What is the expectation I need to follow?	What is the perceived function of the behavior?	Where did this occur?	Time of day?
At Lincoln Elementary we are... <input type="checkbox"/> Respectful <input type="checkbox"/> Responsible <input type="checkbox"/> Safe <input type="checkbox"/> Kind	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain tangibles <input type="checkbox"/> Escape task or activity <input type="checkbox"/> Escape adult or peer <input type="checkbox"/> Unknown	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Lunchroom <input type="checkbox"/> Hallway <input type="checkbox"/> Gym <input type="checkbox"/> Other _____	<input type="checkbox"/> Before School <input type="checkbox"/> Morning _____ <input type="checkbox"/> Lunch _____ <input type="checkbox"/> Afternoon _____ <input type="checkbox"/> After School



S: Say the Problem (What happened?)

T: Think of Solutions (What would have been a better choice?)

E: Explore Consequences (How might others feel/how did it affect others?)

P: Pick the best Solution (Make a plan to fix what happened)

Skills to Strengthen: What does student need to learn or practice?

Self-Awareness
 Self-Management
 Responsible Decision-Making
 Relationship Skills
 Social Awareness

When will you meet with the student to strengthen the skill: _____

Parent Contact Date: _____

White—Parent

Yellow—Classroom Teacher

Pink—Office

Disclosures

Notice of Non-discrimination:

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

Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator
128 Soo Line Drive, Bismarck, ND 58501
Telephone number is (701) 323-4071

504 Child Find Notice:

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to students with disabilities. For information regarding parent/guardian and student rights, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact Stacey Geiger, Section 504 Coordinator, at 701-323-4070 or Stacey_Geiger@bismarckschools.org.

IDEA Annual Notification of Child Find:

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