

Midland

2017-2018

Elementary Handbook

 **Eagles**

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Mission Statement

- *Develop Independence*
- *Create Opportunities*
- *Ensure Competencies*

The mission of the Midland Community School District is to ensure a safe and caring environment for all students by providing the essential knowledge, values, skills, attitude, and self-confidence to create responsible and productive citizens who value learning for life.

Philosophy

The Midland Elementary staff believes that good habits formed at an early age will continue throughout life. At the primary level, learning and obeying the rules are the first step to becoming responsible adults.

We believe that encouraging students in cooperative behavior and in respect for others will develop self-respect. We would like to provide an environment, which nurtures a more democratic, more supportive, and more genuinely caring relationship in the classroom and school.

Message to Students and Parents

The intent of this handbook is to answer questions about Preschool through Fifth grade policies and activities that affect students and parents. Although situations may arise during the school year that need to be handled differently than expressed in the handbook, depending on the circumstances. During the year you will also receive information through notes sent home with students.

We would like to extend a cordial welcome to all new students and parents in our school district, and to all students and parents who were with us last year. It is our hope that everyone will again help and cooperate to make the year a productive one.

One of the prime ingredients needed for an effective educational program is the strong backing and support of parents. If situations arise which are not clear to you, or your child makes statements which raise questions, please contact the teacher or principal so that the matter in question may be answered.

We feel that unless parents take an active interest in the education of their child, a large gap is left in his/her educational program. It is vital that all parents take part in attending school functions and taking time to visit school.

Guiding Principles

- *To improve student learning*
- *Create a positive and safe environment*
- *Facilitate the best use of resources*

Belief Statement

We believe that....

- Responsible people respect themselves and others in the home, school, and workplace.
- It is the school's role to provide an educational environment that assists in the development of a mentally and physically healthy individual.
- Learning is a lifelong process.
- The skills and motivation to independently manage resources are essential to function effectively in today's world.
- The curriculum should be responsive to the ongoing needs of students, the changing conditions of the world, and the recognition and understanding of diversity.
- Positive relationships are enabled by people who are honest, trustworthy, and fair.
- Effective communication skills are essential to function in the world today.

Goals

- To encourage children to become more responsible for themselves, look at choices, and make decisions based on expected consequences.
- To have consistent expectations of student behaviors by all staff members.
- To have consistent consequences for student behaviors by all staff members.
- To provide consistent transitions from grade-to-grade and building-to-building.
- To provide an environment that nurtures self-esteem.

Student Learning Goals

The students of Midland Community School District will:

1. Acquire the basic skills necessary to meet challenges at all levels of reading, math, science, communication, and technology.
2. Have the opportunity to demonstrate success according to their abilities.
3. Demonstrate social, civic, global, economic, and moral responsibilities.
4. Work effectively in groups as well as individually.
5. Access and use information systems responsibly and effectively.
6. Develop positive self-concept, respect for others that incorporate healthy behavior patterns.
7. Be exposed to a variety of Arts and develop an appreciation of creativity.
8. Display problem-solving skills using flexible and critical thinking.
9. Understand and respect the rights and dignity of themselves and others, regardless of gender, race, national origin, or disability.

Student Expectations

1. The students will feel good about themselves and their school.
2. The students will have respect for all staff, each other, and property.
3. The students will use appropriate cooperative behavior in school and on the playground.
4. The students will be organized and be able to make age-appropriate decisions.
5. The students will be responsible for personal possessions, behavior and actions.
6. The students will have socially acceptable manners and hygiene.
7. The students will have a good command of communication skills (listening, speaking, writing, and reading).
8. The students will learn that we all learn from our mistakes.
9. The students will realize that every action has a consequence.
10. The students will exhibit appropriate behavior at school-sponsored events.

School Information

School Hours

Elementary Center in Oxford Jct.

Breakfast served from 7:35-8:05 a.m.

Classes begin @ 8:10 a.m. School doors are closed and locked until 7:35am. Students will not be allowed to enter before 7:35 a.m.

School ends @ 3:10 p.m.

Attendance

Regular attendance and being on time are two things that help your child develop a positive attitude towards school.

Absences and tardiness are upsetting for the youngsters. Both disrupt their schedules, require readjustments to the class routine, and slow down learning.

Boys and girls should be in class each day unless they are sick. ***If it is necessary for your child to be absent, please call your child's attendance center,*** otherwise the school will mark your child as unexcused. UPON RETURNING TO SCHOOL, THE STUDENT SHOULD HAVE A WRITTEN EXCUSE FROM HIS/HER PARENT/GUARDIAN. THIS NOTE SHOULD INCLUDE THE FOLLOWING:

1. NAME OF THE CHILD
2. DATE OF ABSENCE
3. REASON FOR ABSENCE
4. PARENT/GUARDIAN SIGNATURE

Arrival past 10:00 a.m. constitutes ½ day absence. Leaving before 1:30 p.m. constitutes ½ day absence.

Once a child has accumulated 10 or more absences in one school year, a doctor's note is required for each absence thereafter.

Excessive absences will result in administrative action.

Students are the responsibility of school personnel during school and school-sponsored activities. They are not to leave school grounds or school activities without permission. Consequences may include disciplinary probation, suspension, referral to county attorney for suspected truancy and/or expulsion.

Attendance Warning Letter: 8 absences

Attendance Contract/ Doctor's note required for absences: 10 absences

2nd notice of attendance: 15 absences and meeting with parents

Report to Jones County Attorney: 20 absences

End of day Pick-Up Procedures

The school day ends at 3:10 pm for Midland Elementary students. You are free to pick up your child anytime between 3:10 pm and 3:25 pm. For safety reasons, we will have a locked front door during school hours. Parents will be required to remain outside while waiting to pick their students up for the day.

School Closing

All "No School" announcements for bad weather or unexpected early dismissal or late starts due to severe weather or unsafe road conditions will be given over KMAQ radio (1320 AM) in Maquoketa, WMT radio (600 AM), KGAN (Channel 2 TV), and KCRG (Channel 9 TV) in Cedar Rapids. The announcements are broadcast as soon as possible only on days when school is cancelled. **PLEASE DO NOT CALL SCHOOL PERSONNEL TO ASK ABOUT SCHOOL CANCELLATIONS BECAUSE IT TIES UP OUR PHONE LINES.** We encourage you to call the Midland voice box at 830-2222 (do not dial 1, simply 830-2222) (486 prefix call 488-4267) to get updated school information. **We suggest you plan with your children with what they are to do in the event that school is dismissed early and you are not home.**

Special announcements or notes regarding school activities will be sent home. This may also be printed in the monthly Elementary Newsletter. Please make note of them and expect them in your child's bag.

Visitors

We welcome all visitors. **Visitors must register in the office and sign-in. You will be required to wear a visitor badge.**

Parents are welcome to visit and experience the creative things that are happening in their child's classroom. We encourage parents to visit the school at least once a year. If you would like to know the best time to visit your child's classroom, please call ahead. Special invitations will be extended to parents on certain occasions for programs and assemblies. An evening open house is scheduled each fall for families to visit the classrooms. If a child wants to bring a visitor from another school, advance notice is required for this request.

Volunteers

The purpose of the volunteer program is to supply supplemental and supportive service to the faculty and staff. As a volunteer you will have the opportunity to enhance the educational program. Who can be a volunteer? Parents, grandparents, and retirees, or anyone with some time to give are welcome. **Prior to volunteering in any way, you must first stop at the office and fill out the necessary background check paperwork.**

Some of the volunteer duties might include: relieving teachers of non-teaching tasks so that more of their time can be spent on classroom activities, expanding library hours, assisting with art projects, reading to children and

listening to children read. The faculty will determine all volunteer activities.

This is your chance to help provide the best possible educational experience for any child.

Breakfast and Lunch Tickets

1. Each student must have his/her own individual meal account. The price of breakfast, lunch, milk, or a second pizza, corn dog, or bun sandwich will be deducted from their account.
2. School personnel handle the process of crediting your child's meal account.
3. Notification slips will be sent home with students so parents will know when additional funds are needed in their account.
4. **Milk will no longer be served at school for snack purposes.**

Breakfast – Pre-kindergarten through 12th grade students

Days	Full Price	Reduced Price
1	\$1.30	\$.30
10	\$13.00	\$3.00

Hot Lunch – Pre-Kindergarten through 12th grade students

	Days	Full Price	Reduced Price
Preschool through 5 th grade students	10	\$21.50	\$4.00
7 th through 12 th grade students	10	\$24.00	\$4.00

Milk is \$.45 per carton

Pupil Insurance

The school makes available a relatively low-cost accident insurance as a service to students and their parents. The school accepts no responsibility as to the coverage of the policy and is in no way connected with the company. Claim forms may be obtained from the office immediately after an accident. The attending physician must complete these forms. If the school is not informed of the accident with 24 hours, the right to payment may be in jeopardy.

There is also a separate dental plan available. Information for this plan is available at the school. Parents communicate directly with the company with payment and without school involvement.

Health Information

Kindergarten/Preschool:

Before starting preschool & kindergarten your child will need to have the following forms turned into the school nurse at Midland Elementary. Please call the school nurse, Christine Gent, with any questions or concerns.

Immunizations:

According to Public Health [641] Iowa Administrative Code, section 641-7.5(139A) Proof of Immunization. 7.5(1) Applicant, or their parents or guardians, shall submit a valid Iowa department of public health

certificate of immunization to the admitting official of the school or licensed child care center in which the applicant wishes to enroll. 641-7.9(139A) Compliance. Applicants not presenting proper evidence of immunization, or exemption, are not entitled to enrollment in a licensed child-care center or elementary or secondary school under the provisions of Iowa Code section 139A.9. Your child will need the following immunizations;

Diphtheria/Tetanus/Pertussis (DTP)

*4 doses, with at least 1 dose of vaccine received on or after 4 years of age if the applicant was born after September 15, 2000 but before September 15, 2003.

*5 doses with at least 1 dose of vaccine received on or after 4 years of age if the applicant was born on or after September 15, 2003.

Polio (IPV/OPV)

*3 doses, with at least 1 dose received on or after four years of age if the applicant was born on or before September 15, 2003; or

*4 doses with at least 1 dose received on or after four years of age if the applicant was born after September 15, 2003.

Measles/Rubella (MMR)

*2 doses of vaccine; the first dose shall have been received on or after 12mos of age; the second dose shall have been received no less than 28 days after the initial dose

Hepatitis B

*3 doses if the applicant was born on or after July 1, 1994

Varicella

*1 dose received on or after 12mos of age if the applicant was born on or after September 15, 1997, but born before September 15, 2003, unless the applicant has had a reliable history of natural disease; or

*2 doses received on or after 12mos of age if the applicant was born on or after September 15, 2003, unless the applicant has a reliable history of natural disease.

Physical:

In addition, according to Iowa Code Chapter 22(2001); 281 IAC 12.3(4) Student records; each Board is to establish and maintain a system of student records. The Midland Community School District has maintained as its policy that all Preschool & Kindergarten students have a physical prior to entering school. This may be completed by a Physician, Physician's Assistant, or Nurse Practitioner.

Blood Lead Level:

Iowa law requires all incoming kindergartners must have a lead screening completed prior to the first day of school. If your child has had this done once since they were 1 year of age and they were within normal range, they do not need to be rescreened.

Dental Screen:

Iowa law requires all kindergartners have proof of a dental exam done within the year prior to their first day of school. A specific form is required to be completed and signed by their Dental Provider. A healthy mouth and teeth are important to keep the body healthy, smile, learn without pain and eat. Preschool parents and guardians are strongly encouraged to complete and turn in the required form if they take their child to the dentist during the preschool academic year(s). The form is always available upon request from

your child's teacher, school secretary, or school nurse.

Immunizations- Students or their parents or guardians must submit an Iowa State Department of Health Certificate of Immunization to the school Principal for a child to be enrolled in any school in Iowa. It is the parent's responsibility to see that this certificate is completed and signed by the parent and either a doctor or an official of the health department, county public health nurse, or school nurse. Blank certificates may be obtained from the school.

If a child has a medical condition that keeps him/her from being immunized, or if the child is a member or follower of a religion that opposes immunizations, he/she may qualify for an exception to the law.

Illness- Students should be kept at home, or will be sent home with any of the following: temperature of 100° or higher, sore throat, vomiting, diarrhea, body rash, inflammation of the eyes, etc. A phone call will be made to ascertain that the parent/guardian is home. An emergency number should always be on file at school so that an adult can be reached who will care for the child whose parents cannot be reached.

Dental Health- regular visits to the dentist should be a part of every child's health care. Dental certificates, obtainable at school, should be returned to the school after the dental work is complete.

Communicable Disease- All cases of communicable diseases should be recorded to the school nurse. When the student returns to school, a written excuse should be sent. In some situations, a permit signed by a physician may be required for the student to return to school.

Hearing Screening: Grant Wood Area Education Agency (GWAEA) screens all students in Alternative Kindergarten (AK), kindergarten, and grades 1, 2, and 5. Students in the Early Learning Program with IEP's will be screened. Students in grades 3, 4, middle, and high school, who are new to the school, that don't have a documented normal hearing test, and some students with a history of known hearing loss will also be tested. Follow up testing may occur periodically if previous hearing test results were not within normal limits. Parent/guardians not wishing their child's hearing tested should notify the health office in writing at the beginning of the year. Parents/guardians with concerns about their child's hearing should contact the school nurse.

Vision Screening: Iowa Law requires a parent or guardian of all Kindergarten and 3rd grade students to provide proof of a vision screening for their child. The screening can be no earlier than one year before and no later than six months after the date of their child's enrollment into Kindergarten AND 3rd grade.

The vision screening may be conducted by a physician, advanced nurse practitioner, physician assistant, local public health department, public or accredited nonpublic school, community based organization, free clinic, or child care center. Although a comprehensive eye examination by an ophthalmologist or optometrist meets the requirement of this law, it is not required.

Medication

Whenever a student must have a prescription medication administered by school personnel, a parent or legal guardian must provide authorization and instruction. Only medication prescribed by a physician will be administered and the medication brought to school must be kept in the prescription container filled by a pharmacist. The pharmacist will hand out a school bottle. If accurate information is not given, then medication cannot be administered. The following information is to be clearly labeled on the bottle.

- Name of student
- Dosage
- Name of Medicine
- Time to be given
- Duration to be given
- Physician

*The school has the form that must be completed and signed for this purpose in the back of this book.

Non-Prescription Drugs

Parents/guardians may provide over-the-counter drugs for their children to take at school, but the medication must be in its original container and must be accompanied by a medication form signed by the parent or guardian giving the school permission to administer it to the child. We ask that the parent be specific as to the time, frequency, and dosage.

Head Lice

TIPS FROM THE SCHOOL NURSE FOR THE DETECTION, TREATMENT, AND PREVENTION OF HEAD LICE

The Midland Community School District attempts to keep their schools as lice-free as possible but we cannot do this alone. We ask that parents take an active role in helping minimize the spread of head lice. If live lice are found in your child's hair while in school, documentation informing the parent will be send home with your child that day. The parent will be asked to show proof of treatment before he/she returns the following day. (Label from box of head lice treatment or doctor's note) Your child will continue to be checked by the school nurse until no lice or their nits are found.

PREVENTION/DETECTION OF HEAD LICE

1. The best way to detect an infestation is to routinely check your child's head for lice and their eggs (called nits).
2. Monitor for head lice symptoms which may include scalp itching and check for the presence of nits weekly using a bright light. Nits are grayish-white in color, oval, and are firmly attached to the hair shaft. Check the entire head, but pay close attention to the hair next to the scalp. In particular, lift and separate hairs behind the ears and at the nape of the neck, as this is where head lice tend to gather.
3. Remind your child not to share personal items, such as hats, combs/brushes and hair accessories.
4. Check all members living in the household if one family member is found to have head lice.
5. Report all cases of head lice to the school so we can monitor your child's classroom for the spread of head lice. We always keep your child's name confidential.

TREATMENT OF HEAD LICE

1. Treat the hair with lice-killing product available at the pharmacy. Lice treatments kill head lice but do remove the nits. There are special metal, fine toothed combs to assist in the lice and nit removal process.
2. **The hair must be repeatedly combed with a fine-toothed comb designed to remove nits/lice.** The hair should be combed strand by strand to completely rid the hair of tiny nits. **This is probably the most important step after using the shampoo treatment.** Always clean the comb after each stroke thought the hair by rinsing in running water or by wiping off with a clean tissue each time. Be sure to dispose of the tissues in the garbage and remove from the home immediately.
3. For the next 7 days after treatment, there should be daily shampoos followed by cream rinse conditioner and wet combing of the hair with a fine toothed comb that will remove crawling lice and the nits. You may need to actually remove nits with your fingertips at times. If you do so, you may want to wear rubber gloves or wash hands carefully after nit removal on each child. Lice can live for a short time under your fingernails. When finished combing, recheck the entire head for nits and repeat combing if necessary.
4. If live lice are found after 7 days another treatment with a head lice killing product is necessary.
5. Normal house cleaning is recommended. Focus on laundering the child's bedding and clothing and cleaning places where your child's head has touched. Environmental spraying with lice-killing sprays is

NOT recommended because they are very toxic and may aggravate asthma and allergies.

Appropriate Apparel

Students are prohibited from wearing clothing advertising or promoting items illegally for use by minors including, but not limited to, alcohol or tobacco; and from wearing clothing displaying obscenities, profanity, vulgarity, racial or sexual remarks, making references to prohibited conduct or similar display. Under certain circumstances or during certain classes or activities a stricter dress code may be appropriate, and students must comply with the stricter requirements. The Principal makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or leave the school. Gym shoes are needed for physical education class.

Lockers

Lockers will be assigned to first through fifth grade students at the beginning of the year by the classroom teacher. Students are not to change lockers without permission from the Principal. The school is not liable for lost valuables. Each student is responsible for keeping their assigned locker clean both inside and outside. Damages caused by misuse will be charged to the student responsible. Students are cautioned not to keep money or valuables in their lockers. Turn in such items to the office for safekeeping. Lockers are the property of the school and may be checked at any time for evidence of vandalism and contraband materials.

Pupils should only bring items to school that are a part of the educational program. The student should not bring toys and personal items to school **including cell phones or other mobile devices**. Prohibited items include but are not limited to: skateboards, squirt guns, laser lights, video games, **cell phones**, gang or cult clothing and symbols, chains, toys resembling guns, knives, or weapons and will not be permitted at school.

Parents are urged to print their child's name on coats, hats, boots, lunch bags, and all personal belongings. In the event such items are found they will be held in the office until parents claim them.

Recess

All children are expected to go outside during recess unless it is raining or the temperature is extremely cold and the chill factor is zero or below. With a doctor's written excuse your child may stay inside for recess. During cold weather, students should be dressed warmly, **including snow pants, hats, scarves, and mittens**. **All students will be required to bring removable boots during cold weather** (even if there is no snow on the ground).

Birthdays-Special Celebrations

We welcome a little celebration for a child's birthday or special occasion. We do ask parents to use good judgment in what they send and keep the item simple. If your child has a summer birthday, it will be handled individually by the teacher. If your child brings a birthday treat, it should be commercially pre-packaged and there should be enough for every child in the classroom. **Invitations to private parties should not be handed out at school**.

Beverage and Snack Nutritional Guidelines

Snacks

Snacks served during the school day will emphasize the servings of fruits and vegetables and other healthy alternatives. Parents are encouraged to send healthy lunches and snacks and to refrain from sending low nutritional food items. **It is mandatory that all snacks sent from home will be commercially pre-packaged**. **No homemade treats will be allowed in classrooms due to allergy concerns. NO EXCEPTIONS.** If your

child has a birthday or a party, please bring a commercially pre-packaged snack. A list of foods will be provided that meet the school districts snack expectations and alternative ideas for healthy celebrations/parties and rewards. **Milk is not provided as a snack option.**

Beverages for snacks or parties

Allowed: water or flavored water; fruit and vegetable juices and fruit based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA).

Not Allowed: soft drinks containing caloric sweeteners; sport drinks; iced teas; fruit-based drinks that contains less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Flower and Balloon Delivery

The practice of sending flowers or balloons to school is strongly discouraged. The arrival of such gifts causes disruptions in several areas including the classroom and the bus ride home. In addition, it may cause disappointment in other students that do not receive such gifts. We understand these items are sent because you care about your child, but it would be appreciated if you could find another time to share these gifts with your child.

Telephone Call During School

The phones in the schools are primarily for use of staff in conducting school business. Parents are asked not to call students, or students call home, except in emergency situations. Continual use of the school phones by students is to be discouraged.

If you would like to talk to your child's teacher, please call before class begins (7:45-8:10 AM) or after the students are dismissed (3:15-3:45 PM). If you call during class hours and leave a message with the schools secretary, the teacher will try to return your call the same day. Please feel free to email your child's teacher with questions or concerns.

Homework and Report Cards: Preschool thru Fifth Grade

There is clear evidence that doing homework is important in helping to raise the level of achievement of individual pupils. It provides a very valuable focus for bringing together the interests of young people, parents, and teachers in a genuine partnership in education. Students will have homework every night, Monday-Friday. Homework will include a minimum of 15 minutes of reading each night. Parents should read to, or with their child. Teachers will provide parents with a written plan of their homework guidelines for the year at the beginning of the school year. Students in grade third through fifth will be given assignment books and are expected to record their daily assignments. Parents and teachers are expected to sign or initial their student's assignment book on a regular basis.

Kindergarten through fifth grade students will receive a report card. Kindergarten through third grade students will receive ratings on individual progress using the following scale.

Grading scale:

- 4- Exceed Midland District Standards
- 3- Meets Midland District Standards
- 2- Progressing toward Midland District Standards
- 1- Not meeting Midland District Standards

The elementary follows a trimester schedule for report cards.

BUS

Bus and School Vehicle Guidelines

Children will have a safer trip if drivers can concentrate on driving, not discipline. Riding a school bus is a privilege not a right. Students who engage in behavior that may distract the driver can be forbidden to ride the bus. Be sure to discuss bus guidelines provided at registration with your child.

If your child usually rides a bus but you need to change the routine on a given day, **you must send a note to the teachers.** We cannot accept a child's oral statement that he/she is not to ride the bus. **Without a note, the child will be placed on the regularly assigned bus.**

We are interested in the safe, convenient transportation of all students; and it will help immeasurably if you will go over these rules with your children and impress upon them the importance of their giving complete cooperation to their bus driver.

The physical act of driving the bus in a safe manner requires all of the driver's attention. Good conduct helps avoid accidents, which may occur if the driver is distracted. Good conduct will also reduce the chances of pupils injuring themselves or others.

The driver is responsible for the bus and for the pupils riding the bus. The driver has the authority to make additional rules, and he/she has been instructed to report serious or habitual violators. The Principal will, in such cases, confer with the student and the parents. If efforts to obtain a student's cooperation fail, transportation privileges may be withdrawn.

Bus Rules

The Responsibility of Students

General

1. The Driver is in charge of the pupils and the bus. He/she is to be obeyed.
2. Pupils must be on time. The bus cannot wait beyond its regular schedule for those who are tardy.
3. All pupils will be assigned buses and seats (seats optional with each driver).
4. Any damage to a bus by a student must be paid for by the student responsible, and may lead to denial of riding privilege.
5. Unnecessary conversation with the driver is prohibited.
6. No eating or drinking, alcohol, tobacco, drugs, matches, glass containers, pets, etc. on a bus at any time.
7. Classroom conduct is to be observed by pupils while riding bus except for ordinary conversation. No "horseplay" or disturbing conduct is permitted.
8. Pupils must keep hands, feet, etc. inside the bus. Nothing is to be extended or thrown from the bus at any time.
9. During winter months the bus may be a few minutes early or late. Please be ready.

Boarding and/or Leaving the Bus

Pupils will enter and leave the bus at the right, front entrance. If pupils must cross a highway, street, or road they are required to pass in front of the bus – look both directions and proceed to cross the highway only on signal from the bus driver.

1. Pupils are not to move toward the bus until it has come to a complete stop.

2. Pupils are to board the bus in single file, go directly to their seats, and refrain from crowding and pushing.
3. Pupils are to remain in their seats until the bus has come to a complete stop.
4. The driver will not discharge a pupil at a place other than the regular school or home bus stop unless he/she has a written request from the parents. Also the student is to notify their Principal or Teacher of the change.

Bus Behavior Referrals

All elementary students will have any bus problem referrals made to the elementary Principal. Bus conduct reports will be handled in the following manner:

1. First write up – A written warning from the bus driver will go home to the parent at the time of the incident. Behavior referral will also be written for school behavior system. (See conduct report from page 31),
2. Second write up – A written warning from the bus driver will go home to the parent at the time of the incident. A phone call from the Principal to the parents explaining how the student may lose bus privileges in the future. Behavior referral will also be written for school behavior system.
3. Third write up – A meeting with the parents, student, transportation director, and the principal to determine how to change the student's behavior on the bus and possibility of a parent riding the bus with the student or suspension of bus riding privileges for 5 days. Behavior referral will also be written for school behavior system.
4. Fourth write up – Parents may have to ride the bus with the student or suspension of bus riding privileges for 10 days. Behavior referral will also be written for school behavior system.
5. Fifth write up – Administration and Transportation director will determine punishment, which may include indefinite or permanent bus suspension. Behavior referral will also be written for school behavior system.

The severity of the offense may result in skipping steps one and two per administrator discretion.

Students who lose bus-riding privileges are expected to be in attendance at school those days: parents are responsible for getting their child to school.

Religious Exemption

Under section 257.25(7) Iowa Code, parents and guardians may file a written request with the Principal that their child be exempted from enrolling in some required course if that course conflicts with the pupil's religious beliefs.

1. All requests (for exemptions on the ground) must be in the hands of the Principal on or before the end of the end of the 5th school day of the trimester. Any requests for exemption received by the Principal after that date will be untimely and will not be considered.
2. Upon receipt of any such requests, the Principal may grant the request in whole or in part. If the Principal grants the request in part, the student shall be required to complete those portions of the course which the Principal and the instructor determine to be outside the scope of the exemption. The instructor shall have the right to assign other work to the student in such case.

Non-Custodial Parents Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA) sets out requirements designed to protect the privacy of parents and students. In brief, the law requires a school district to:

1. Provide parental access to records that are directly related to the student
2. Provide a parent an opportunity to seek correction of records he or she believes to be inaccurate or

misleading

3. With some exceptions, obtain the written permission of a parent before disclosing information contained in the student's education record

The definition of parent is found in the FERPA implementing regulation at 34 CFR 9.3

“Parent” includes a parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian. An educational agency or institution may presume the parent has the authority to exercise the rights inherent in the Act unless the agency or institution has been provided with evidence that there is a State Law or Court Order governing such matters as divorce, separation, custody, or a legally binding instrument which provides to the contrary.

This means that, in the case of divorce or separation, a school district must provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a Court Order or a legal paper that prohibits access to education records, or removes the parent's right to have knowledge about his or her child's education.

Custody or other residential arrangements for a child do not, by themselves, affect the FERPA rights of the child's parents. One can best understand the FERPA position on parent's rights by separating the concepts of custody from the concept of rights that FERPA gives parents. Custody, as a legal concept, establishes where a child will live, and often, the duties of the person(s) with whom the child lives. The FERPA, on the other hand, simply establishes the parent's right of access to, and control of education records related to the child.

Here are the answers to questions frequently asked about the rights of non-custodial parents.

1. Does the FERPA require a school to keep a parent informed of the child's progress even though the parent is divorced and living some distance from the child?
 - a. No. The FERPA does not require schools to inform parents of student progress.
2. Does FERPA require a school to provide parents a copy of records?
 - a. Generally, a school is not required to provide parents copies of records. However, if the distance is great enough to make it impractical for the parent to visit the school to review the records, the school must make copies of the records and send them to the parent.
3. May a school charge for copies of records?
 - a. Yes. A school may charge a reasonable fee for copying. Additionally, it may include in its fee secretarial time for copying and the cost of mailing.
4. Does the non-custodial parent have the right to be informed of and to attend teacher conferences?
 - a. The FERPA does not address conferences for the purpose of discussing student performance. Thus, a school has no obligation under this law to arrange a conference to accommodate the non-custodial parent. However, if records of conferences are maintained, the non-custodial parent has the right to see those records.
5. Must the school notify the non-custodial parent of his/her FERPA rights?
 - a. No. The school would be considered in compliance with the law if it notifies the parent who has custody of the child.
6. Must the school provide the non-custodial parent the same general notices it provides the custodial parent?
 - a. No. General notices, lunch menus, PTA information, announcement of teacher conferences, school pictures, and other similar information, are not “educational records” as defined by the FERPA. Therefore, schools are not legally required to provide them.

7. Is the school required to honor a parent’s “standing request” for access or copies?
 - a. No. FERPA does not require a school to honor a standing request, but the school may do so if it wishes. If parents wish to obtain information from their child’s records on a regular basis, they should submit requests periodically. The school must respond to each request within 45 days.
8. How can a non-custodial parent get access to records?
 - a. Any parent may ask the school for the opportunity to review records, either by going to where the records are kept or by requesting copies. The school may ask the parents for some identification.
9. Can the parent with custody prevent the non-custodial parent from exercising his or her FERPA rights?
 - a. No. FERPA rights are given to both parents. The school may assume that a parent has these rights unless it has evidence to the contrary. The school does not need the permission of the custodial parents to give access to the non-custodial parent.

Area Education Agency Services

Hearing Screening

Routine hearing is performed in grades K, 1, 2, and 5. Students in other grades may be tested if there is a known history of ear problems or if the student is new to the school district. Parents who do not want their child’s hearing tested will need to indicate in writing to the school before testing is performed during the upcoming school year.

Support Services

Additional support services are available to assist teachers when concerns arise with students. These services include our building staff, (special education teacher, counselor, nurse, health secretary, etc.) and Grant Wood Area Education Agency support staff, (psychologists, social worker, consultant, speech language pathologists, occupational and physical therapist, work experience coordinator, and others). Teachers and families may use input on an informal basis or request formal assistance in identifying strategies to address a concern, in carrying out these strategies, or in monitoring individual student progress. These services are available for all students through teacher or parent request. Working together, we can provide the best education possible for all of our children.

If a parent has a concern about their child academically and feels as though their child needs special assistance, they should contact the school as to what their concern is and what steps they need to take to gain assistance.

Other Programs Available

The following programs are for children who have been tested and found to have a need for assistance.

Learning Resources is available through the school that allows for a child to be helped with learning disabilities.

Title 1- Added assistance in math and reading for children who show a need in that area.

Self-Contained Classroom with Integration- A classroom designed to give students who need added assistance or full instruction in certain academic areas.

Extended Learning Program-ELP

Midland Elementary School provides a K-12 ELP program through whole class instruction, limited pullout, and teacher support services. The ELP instructor, as a learning skills teacher, enters these classrooms once each week for thirty minutes to demonstrate enrichment activities, which will allow the students to exhibit gifted

characteristics.

Transferring to another school district

The school district automatically transfers a student's records to a new school district upon receipt of a written request from the new school district for that student's records. Parents notified that the student's records have been sent are given an opportunity to view the student's records that were sent and a right to a hearing to challenge the content of the student's records to a student's new school district or for the school district to request them from a student's previous school district. When a new student transfers into the school district, the student's records are requested from the previous school district.

Directory Information

The district may release the following types of directory information to the public without parent or eligible student consent; name, address, photograph, telephone listing, date of birth, participation in officially recognized activities and sports, major field of study, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous school or institution attended. Decisions to release directory information are to be made, keeping in mind the privacy of the student and the student's family and the totality of the surrounding circumstances.

No directory information may be released without parent or eligible student consent if either the information or the manner or circumstances in which it is released would serve to identify a student as handicapped or receiving special education services.

Any parent or eligible student objecting to the public release of directory information may file a written objection with the office of the principal of the school. That information objected to shall not be publicly released.

Vandalism

Deliberate destruction of property belonging to others including school property, is vandalism. Such action not only costs the district taxpayers in the long run but it also results in deterioration of the educational process. Those committing such acts will be required to provide reimbursement for the enforcement officials. In case of a minor child, the parent or guardian will be held responsible as provided in chapter 613.16, code of Iowa, for all vandalism or destruction.

Weapons and Dangerous Instruments

Board Policy #502.11

A student shall not possess, use, or transmit any object that can reasonably be considered a weapon on the school grounds, on a school vehicle or at a school activity during and immediately before or immediately after school hours. The instrument will be confiscated; referral to law enforcement officials will be made, suspension and/or expulsion may occur. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis.

For purposes of this portion of this policy, the term weapon includes anything which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary, or poison gas. A weapon also may include any item used to harm other people.

Controlled Substances

The use of tobacco, alcohol or illegal drugs by minors on school grounds is in violation of state law and school

regulations. This applies to all school sponsored activities, at home or away, as well as to the regular school day.

Students will be suspended five school days for violation of this rule. A second violation of the above rule may result in expulsion.

The school board endorses the policy for the suspension for five school days of students attending school or school related activities that are detected under the influence of alcohol or drugs.

Search and Seizure Code No. 502.5-R

I. Searches in General

a. Reasonable suspicion: A search will be justified when there are reasonable grounds for suspicion that the search will turn up evidence that the student has violated or is violating the law or the rules of the school.

b. Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search.

II. Types of Searches

a. Personal Searches: A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal or contraband items.

b. Locker Inspection and Searches: At various times throughout the school year student lockers may be inspected by school personnel either in the presence of the student(s) whose locker is being inspected or the inspection shall be conducted in the presence of at least one other person.

Non-Discrimination Policy

It is the policy of the Midland Community School not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex; cultural diversity found in our country; and awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with the IX, Title VI, or Section 504 may be directed to the equity coordinator (Brian Rodenberg, Superintendent, 563-488-2292), to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

Harassment

Anti-Bullying/Harassment Policy

Board Policy # 106

Board Policy 106.E1 Complaint Form on Page 27

Harassment and bullying of students and employees are against federal, state and local policy, and are not

tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, or disability.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying means any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property
- Has a substantially detrimental effect on the student's physical or mental health
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Sexual Harassment

Sexual harassment will not be tolerated in the school district by the board in matters over which it has jurisdiction. Sexual harassment by board members, administrators, certified and non-certified personnel, students, vendors, and any others having business or other contact with the school district is prohibited. Persons found in violation of this policy will be subjected to discipline, including but not limited to, reprimand, probation, demotion, suspension, or termination, or other sanction as determined appropriate by the board. Sexual harassment shall include, but not limited to unwelcome sexual advances, request for sexual favors or other verbal or physical conduct of a sexual nature when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's

employment.

- B. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Employees who believe they have suffered sexual harassment shall report such matters to the Affirmative Action Coordinator, who shall be the grievance officer for sexual harassment complaints. Complaints reported to the coordinator, shall be handled by the coordinator in a timely and confidential manner. Information regarding the investigation of sexual harassment shall be confidential, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation.

It shall be the responsibility of the coordinator to promptly investigate claims of sexual harassment and determine their validity using an informal process. Upon receiving a complaint, the coordinator shall confer with the person making the complaint to obtain an understanding and a statement of the facts from the person. Once the coordinator has obtained a statement of the facts from the person filing the complaint, the coordinator shall attempt to meet with the person charged with sexual harassment to obtain a response to the complaint. The coordinator may meet with the parties involved in the complaint as often as the coordinator determines to be necessary. Upon completion of the investigation, the coordinator shall make a recommendation to the board. It shall be the responsibility of the coordinator to determine what further action should be taken on a complaint of sexual harassment after completing the investigation. If termination or expulsion is determined by the coordinator to be necessary, the coordinator shall make a recommendation to the board regarding the termination or expulsion.

It shall be the responsibility of the board members, administrators, certified and non-certified personnel, students, and others having business or other contact with the school district to act appropriately under this policy. It shall be the responsibility of the Affirmative Action Coordinator to inform and educate school district personnel about sexual harassment.

Child Protection

These steps are to be followed when a sexual complaint has been filed with Midland District when a student is the alleged perpetrator:

1. Have the complaint put in written form by the complainant or their parent or guardian.
2. The Principal will confront the alleged perpetrator. If the allegation is admitted, the next step in the procedure will be number 8.
3. After the written complaint is received, contact the social services division of Human Services or Law Enforcement to conduct a preliminary investigation to determine if the complaint should be referred to the Child Protection Center at St. Luke's.
4. If it is determined that the incident needs further investigation, a referral will be made to the Child Protection Center.
5. With parent or guardian consent, have the incident investigated by the Child Protection Center and request a copy of the report from the parent or guardian to be used in resolution of the incident.
6. Request recommendations from the Child Protection Agency, if none are in the report.
7. If it seems appropriate, request that the perpetrator be evaluated at the Child Protection Center and that recommendations be made.
8. If the complaint is substantiated, then appropriate discipline action will be taken. This may include

implementation of the suspension and expulsion policy.

9. Design and implement a follow up program for those involved in the incident based on need.

An alleged assault that appears to be minor in nature or verbal assault, sexual in nature, may be handled by the Principal without the necessity of following steps above, except when a particular student is repeatedly involved.

Founded Cases

Inappropriate Language

Parent contact with perpetrator, in for recess or mutually agreed consequences for more severity.

Repeated offenders will be treated more severely.

Inappropriate Touching

Minor-pinching, etc. - A Parent Conference held and possible suspension of recess for approximately one week.

Repeat offenders will be treated more severely.

Major- grabbing private, etc.

The following steps will be taken:

1. Parent conference with Principal
2. Child and parent appear in the front of the School Board
3. Possible outcomes:
 - a. Expulsion
 - b. Intense counseling and disciplinary action.

Repeat offenders will be treated more severely.

Any child making false accusations will be dealt with appropriately.

Student Records

The Midland Community School District maintains confidential records for all students currently or previously enrolled as is consistent with the District's responsibility for the provision of educational programs and services and the requirements of state/federal and regulation. Copies of the District's student records policy are available upon request to the office of the Superintendent or the Principal of any district school.

Content and Location of Records

A student record may include, but is not limited to the following types of records: identifying data, grades, academic work completed, scores on standardized intelligence and achievement tests, aptitude and interest, inventory results, health data, family information, teacher or counselor ratings or observations, verified reports of serious or recurrent behavior patterns, reports, other documents and information related to special education evaluation, and/or the provision of special education services. Only information related to the planning and provision of appropriate educational services may be generated and maintained as part of a student's record. Student records are normally maintained at the school at which the student is enrolled and, as necessary, at other facilities housing staff, programs or services.

Officials Responsible for Records

The Superintendent is administratively responsible for assuring the confidentiality of personally identifiable student information on a District wide basis. The Principal is administratively responsible at the building level for the management of student records in a confidential manner and in accordance with District policy and

procedures. The following is a listing of the titles and office addresses of these individuals.

Superintendent	106 W. Webster St.	Wyoming, IA 52362
Secondary Principal	106 W. Webster St.	Wyoming, IA 52362
Principal	510 3 rd Ave.	Oxford Junction, IA 52323

Parent/Eligible Student* Rights

*An “eligible student” is one who has attained 18 years of age or is attending an institution of postsecondary education.

With regard to records directly related to their child or to themselves, in the case of an eligible student, parents, and eligible students have the right to:

1. Annual notice of their rights related to student records with provision for the need to effectively notify parents of students identified as having a primary or home language other than English.
2. Inspect and review records without undue delay and in no case more than 45 days after the request is made.
3. Copies of records at the cost of reproduction or at no cost if the fee charged would prevent exercise of the right to inspect and review student records.
4. A description of any circumstances in which the district feels it has a legitimate cause to deny a request for a copy of records.
5. A listing of the titles and office addresses of the district officials responsible for student records.
6. A listing of the types and locations of student records maintained by the district.
7. A response to reasonable requests for explanation and interpretation of student records.
8. Request amendment of records and/or a hearing to seek amendment of records they feel are inaccurate misleading, or otherwise in violation of the privacy or other rights of the student and, if subsequent to a hearing the request is denied to place in the records a statement commenting on information in the records and/or setting forth reasons for disagreeing with the hearing decision. Any comment so placed in a student record shall be maintained as a part of the record so long as the contested portion(s) of the record is maintained and shall accompany any release or disclosure of the contested portion(s) of the record.
9. Inspect the record maintained by the district’s student records policy may be obtained.
10. Be informed of where copies of the district’s student records policy may be obtained.
11. File a complaint with the Family Rights and Privacy Act Office, United States Department of Education, concerning alleged failure of the district to comply with requirements of the Family Rights and Privacy Act.

Parent Notification Rights

Requests to exercise any of these rights or to determine procedures established to provide for the exercise of these rights should be directed to the school in which the student is enrolled or to the office of the district superintendent.

It shall be assured that the parent of an eligible student has the right to access records and the authority to grant consent for disclosure of records except when the District has evidence of reasonable cause to believe that there is legally binding instruments, State Law, or Court Order which provides to the contrary. Anyone alleging that record access should be denied for the reasons indicated shall be given up to 15 days to provide evidence supporting the allegation during which access will not be given.

When a student becomes an eligible student, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student with the following exception. Student records may be disclosed to the parents of a dependent student as defined by Section 152 of the Internal

Revenue Code of 1954 without written consent of the eligible student regardless of the age of the student. It shall be presumed that a currently enrolled student is a dependent of his/her parents until such time as substantial proof to the contrary is shown. Anyone alleging facts to the contrary shall be given up to 15 days to produce substantial evidence of the fact during which time access shall not be provided.

Record Access and Disclosure

Except as provided in District policy and by state/federal law and regulation, no access shall be provided in any manner to personally identifiable information contained in student records without written consent signed by a parent or eligible student. The following may have restricted access to student records without prior consent of the parent or eligible student under the conditions specified and in accordance with state and federal regulation.

1. Staff of the District and Grant Wood Area Education Agency (GWAEA) Division of Special Education having a legitimate educational interest and need to know by virtue of being appropriately involved in carrying out their assigned responsibilities for the administration or provision of educational programming or services and/or for the generation and maintenance of student records. The District maintains in each school for public inspection a listing of names and positions of District and GWAEA staff having access to student records for educational purposes.
2. The District Board of Education as an official body when acting in its official capacity with regard to matters pertaining to an individual student.
3. Officials of another school or school systems in which the student enrolls or proposes to enroll upon requested by an appropriate representative of the school or school system.
4. State and federal officials and others only as prescribed by state and federal law and regulation.
5. Parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.
6. Appropriate individuals in connection with a health or safety emergency.
7. Appropriate parties in compliance with a judicial order or legally issued subpoena, under the condition that a reasonable effort is made to notify the parents prior to compliance with the judicial order or subpoena.
8. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests; administering student aid programs, and improving instruction; under the condition that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization, and the information will be destroyed when no longer needed for the purpose for which the study was conducted. **
9. Accrediting organizations in order to carry out their accrediting functions.**
10. In limited circumstances in connection with financial aid for which the student has applied or has received. **

** In these cases a record of access to or disclosure of personally identifiable student records shall be maintained as required by federal regulations. This record and copies of records disclosed shall be available to the parents or eligible students upon request.

Destruction of Special Education Related Student Records

Record information related to the provision of special education services is maintained for a period of FIVE YEARS following the student's graduation or termination of enrollment in the district. At that time, all records except those that must be kept permanently (basic enrollment, grades, and attendance information, etc.) are destroyed. Parents or eligible students may request the opportunity to review or receive copies of these records at any time prior to their destruction.

Such requests should be directed to that school principal or the office of the superintendent. Parents and eligible students should be aware that in some cases records documenting the nature and extent of a handicapping condition may be of use in the future in obtaining social security benefits or for other purposes. Record information related to the provision of special services will be destroyed at any time by parent request if determined to be no longer needed for educational purposes

Educational Records

Student's records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary, in the central administration office.

Student directory information is released without parental permission unless the parent asks the school district not to release it. Parents must notify the school district at the beginning of the school year if they do not want the school district to release directory information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, most recent educational institution attended, year in school, dates of attendance, and heights and weights of athletes.

Special Education Student Records

The Midland School District maintains confidential education records for all students who receive special education and related services. All records are kept in locked cabinets at all times.

Parents and eligible students age 18 and over have the right to review special education records; to have these records explained; to obtain copies of any records at no charge to have written response pertaining to record content; to request an amendment or deletion of record content which they feel is inappropriate, inaccurate, or an invasions of privacy; to request a hearing, if the requested amendment or deletion of record content is not made; and to be informed of who has access to records and to whom records have been disclosed.

Requests to exercise these rights or to determine procedures established to provide for the exercise of these rights should be directed to the principal of the building in which the student is attending.

Special education student records contain information generated in determining a student's needs for special education services in planning and providing educational programming and related services throughout the course of the student's educational career. These records include the Cumulative Record folder, the IEP folder and any psychological reports generated by AEA personnel or external agency personnel. These records will be housed in one of three locations: student's room, main office, or guidance office. Only information relevant to the provision of appropriate educational programming services may be generated and maintained as part of a student's record. No such programming services may be generated and maintained as part of a student's record. No such information is available to anyone other than school officials without the consent of the parent of student aged 18 or over. A list of school officials having access to student records is posted in each building.

School personnel will inform parents when personally identifiable information is no longer needed to provide for a student's educational services and how such information is to be destroyed. It should be noted that special education student records are reviewed annually and materials no longer relevant to the provision of educational

services are removed and destroyed.

All special education student records maintained by the Midland schools will be maintained for at least three years following graduation or discontinuance of a student's enrollment in the district.

Title VI and IX and Section 504 Grievance Procedures

--Any student, employee, patron or parent of the Midland community School Districts shall have the right to file a complaint alleging non-compliance with the Board of Education policy on Non-discrimination on the Basis of Race and Sex in accordance with regulations outlined in Title VI of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

--The Purpose of the procedure is to provide for a mutually acceptable method for the prompt and equitable settlements of alleged grievances over the interpretation and application of the policy on Non-discrimination on the Basis of Race and/or Sex. Representatives for the Board of Education and the grievant shall keep these proceedings as informal and confidential as may be appropriate at any level of the procedure.

LEVEL ONE: (Informal) with principal or immediate supervisor.

Any employee, student, patron or parent with a grievance should first discuss it with his/her principal or immediate supervisor, and a student with a complaint should first discuss it with his/her teacher, counselor or building principal, both with the objective of resolving the matter informally.

LEVEL TWO: (Formal) Grievance Officer

If, as a result of the informal discussion with the principal, counselor, teacher or appropriate immediate supervisor, a grievance still exists, the aggrieved employee or student may formalize and pursue the grievance by filing a complaint in writing on a Complaint Violation Form, which may be obtained from any building principal or the grievance officer. The complaint shall state the nature of the grievance and the remedy requested and shall be signed by the grievant (parents or guardian if by a minor child). The filing of the formal, written complaint at Level Two must be filed with the grievance officer within fifteen (15) working days from date the grievant could reasonably become aware of such occurrence. The grievant may request a meeting with the grievance officer concerning the complaint. A parent or guardian shall accompany a minor child. The grievance officer shall provide the person against whom a complaint is being alleged, a copy of the written complaint, investigate the complaint and attempt to resolve it. A written report from the grievance officer regarding action taken will be sent to that grievant within fifteen (15) working days after receipt of the complaint. If the aggrieved person is not satisfied with the disposition of the grievance, or if no disposition has been made within fifteen (15) working day period, the grievance shall be transmitted to level three within fifteen (15) working days.

LEVEL THREE: Superintendent

The superintendent shall attempt to meet with the aggrieved person within (15) working days following receipt of the grievance or appeal from level two. The superintendent shall indicate his disposition of the grievance in writing within ten (10) working days of his/her meeting with grievant and shall furnish a copy thereof to the aggrieved person, party against whom the complaint has been alleged and grievance officer. This procedure in no way denies the right of the grievant to seek private counsel or agencies for mediation.

Permission for Prescription/Over the Counter Medication

I hereby authorize the school delegated staff persons at Midland Community School District to Administer the Following Medication:

Today's date: _____ Student's birth date: _____

Student's Name: _____ Grade: _____

Medication name and strength: _____

Dosage and time to be given each time: _____

What time dosage is given at HOME? _____

What time dosage to be given at SCHOOL? _____

What are the side effects? _____

The above medication is to be given until: _____

Physician/Clinic Name: _____

Physician/Clinic City and Phone: _____

Parent / Guardian Signature: _____

Emergency Name and Phone: _____

Confidential Health Information Release

I grant full permission to the above named doctor to correspond with and/or provide to the Midland Community School District school nurse any or all pertinent health information in my child's health record regarding the administration of this medication at school. By signing this release it also allows the Midland Community School nurse or her designee, permission to correspond with your child's physician by verbal communication, sending reports to, or doing behavior observations of your child regarding this medication. Your signature also authorizes that this educationally significant information may be shared with appropriate school/GWAEA staff.

Parents Signature: _____

Date: _____

MIDLAND
BUS CONDUCT REPORT

Student's Name _____ Grade _____

Date _____ a.m. _____ noon _____ p.m. _____ Activity _____

Notice to Parents

The purpose of this report is to inform you of a disciplinary incident involving your son or daughter and the well-being of all students on the school bus. You are urged to cooperate with the corrective action initiated.

Continued misconduct could lead to denial of transportation privileges.

Drivers Report

Violation of safety procedure Didn't obey driver Late for bus
 Destruction of property Unnecessary noise Other _____
 Fighting/pushing/tripping Profane Language

Driver's Signature _____

Disposition

Talked with student Telephoned parent
 Sent conduct reports to parent
 Other _____

Building Principal Report _____ Date _____

Anti-Bullying/Harassment Complaint Form

Name of Complainant _____

Position of Complainant _____

Date of Complainant _____

Name of Alleged Harasser or Bully _____

Date and place of incident or incidents

Description of Misconduct

Name of Witnesses (if any)

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible)

Any other information

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____ / _____ / _____

IASB Policy Reference Manual- 2007

Midland Elementary Leveled Behaviors

Managed in the classroom (Level 1)	MINOR- Behavior Referral (Level 2)	MAJOR-Behavior Referral (Level 3)
<ul style="list-style-type: none"> ● Not following directions, non compliance ● Not doing assignments ● Late work/ Not returning homework ● Leaning/tipping in chair ● Dress code violation ● Off task ● Lying/not taking responsibility for actions ● Inappropriate line basics ● Inappropriate talking, conversations, interrupting noises ● Touching others, not keeping hands/feet/objects to themselves ● Misuse of property/school supplies ● Disrespectful body language (sighing, folding arms, rolling eyes) ● Littering ● Tatting ● Mimicking other student ● Roughhousing ● Throwing things ● Leaving room without permission ● Climbing/jumping off school property inside of building 	<ul style="list-style-type: none"> ● Arguing/talking back to adults ● Teasing/put-downs/name calling ● Cheating ● Swearing/inappropriate language (use judgement- if needed refer to office) ● Forgery ● Inappropriate bathroom use ● Profane gestures ● Roughhousing resulting in harm/injury ● Inappropriate technology (camera/phone/iPad/computer) ● Stealing (food, pencils) ● Actions that caused or are likely to cause harm (pulling chairs out) ● Mimicking teacher/student ● Spitting ● Habitual Level 1 behaviors ● 3 or more of the same Level 1 behaviors within a day <p>Specials teachers and general staff will communicate with general education teachers about daily infractions.</p>	<ul style="list-style-type: none"> ● Fighting or physical aggression (punching, kicking, hitting, choking, biting) ● Verbally or physically threatening to cause injury/harm to person or property (i.e picture drawing, letter, intimidation) ● Harassment/bullying (physical, race/ethnicity, sexual, etc) ● Stealing (money, school property, valuable property) ● Drugs or paraphernalia ● Weapons ● Throwing furniture/unsafe items ● Bomb threats ● Pulling fire alarm intentionally ● Vandalizing ● Leaving class/building/school property without permission ● Exposing oneself ● Sexually inappropriate touching ● Bus write-ups ● Three or more of the same level 2 behaviors in a week
Possible Level 1 Procedures	Possible MINOR Procedures	Possible MAJOR Procedures
<ul style="list-style-type: none"> ● Managed in the classroom ● Use teacher discretion regarding developmentally appropriate consequences <p>1st Level 1 behavior=verbal warning 2nd level 1 behavior=warning/re-teach 3rd level 1 behavior=consequence and re-teach</p> <ul style="list-style-type: none"> ● 3 or more of the same Level 1 behaviors within a day 	<p>Mandatory: Complete referral form online</p> <ul style="list-style-type: none"> ● Teacher delivers consequence ● Home contact (email, phone, note) by teacher ● Use teacher discretion regarding developmentally appropriate consequences 	<p>Mandatory: Complete office referral form</p> <ul style="list-style-type: none"> ● Send student to office ● Admin calls parent to inform them of incident ● Actual consequence will be determined by admin <p>-Home contact by administrator -Time in office -Restitution -Suspension (ISS or OSS) -Contact DHS -Contact Juvenile Court</p>
Possible Level 1 Consequences/ Options to allow instruction to continue:	Possible MINOR consequences/ Options to allow instruction to continue:	Possible MAJOR Consequences/ Options to allow instruction to continue:
<ul style="list-style-type: none"> ● Non-verbal cues ● Proximity ● Conference with student ● Verbal warning ● Time-out ● Apology ● Loss of recess/privilege ● Parent contact ● Behavior book/literature <p>Note to teacher: The teacher should manage level 1 behaviors in the classroom and these behaviors do not require documentation.</p>	<ul style="list-style-type: none"> ● All Level 1 consequences ● Detention to reteach ● Restitution ● Parent meeting ● Meeting with admin, parent, teachers and student ● Behavior contract ● Behavior intervention <p>Note to teacher: The teacher should manage level 2 behaviors in the classroom. An administrator will not be following up on these referrals. If you need help problem solving, please feel free to contact a PBIS team member and/or the principal.</p>	<ul style="list-style-type: none"> ● All possible level 1 & 2 consequences ● Loss of privilege ● Admin conference with student ● ISS/OSS suspensions ● In-school isolation ● Bus suspension ● Contact law enforcement ● Expulsion ● Referral to school board, district investigation (e.g bullying/harassment) <p>Note to teacher: The administrator should manage level 3 behaviors. These are behaviors that threaten the safety of others and/or are against district policies. The teacher is responsible for completing behavior referral form.</p>

	Safe Actions	Outstanding Attitude	Always Respectful	Responsible
Hallway	<ul style="list-style-type: none"> Walking feet Travel on the right side Maintain personal space 	<ul style="list-style-type: none"> Walk quietly so allow others to learn Smile and be courteous to others Wait for passing lines 	<ul style="list-style-type: none"> Hold doors for others Voice level: 0-1 Respect others' property Keep hands & feet off the walls & out of others' lockers 	<ul style="list-style-type: none"> Keep the hallways clean Take care of property Go directly where you need to go
Lunchroom	<ul style="list-style-type: none"> Walking feet Keep your hands and feet to yourself Eat only your food 	<ul style="list-style-type: none"> Be polite to the cooks Follow adult requests 	<ul style="list-style-type: none"> Use good manners Eat with your mouth closed Voice level: 1-2 Say seated until dismissed 	<ul style="list-style-type: none"> Clean up after yourself Get all food and utensils the first time Take only what you will eat Use time wisely
Playground	<ul style="list-style-type: none"> Use equipment properly Be alert Keep your hands and feet to yourself Keep games non-violent Stay in approved areas 	<ul style="list-style-type: none"> Use good sportsmanship Solve problems peacefully Include others Choose an activity 	<ul style="list-style-type: none"> Take turns and share equipment Include everyone Accept skill differences Voice level: 0-3 	<ul style="list-style-type: none"> Return equipment to the proper place Use game rules
Bus	<ul style="list-style-type: none"> Keep the aisles clear Keep hands, arms, feet, and objects to self and inside the bus Stay in your seat <ul style="list-style-type: none"> Feet on the ground Bottom in the seat Face forward 	<ul style="list-style-type: none"> Offer to share your seat Use kind and caring words 	<ul style="list-style-type: none"> Voice level: 0-2 Use appropriate language Follow the driver's direction 	<ul style="list-style-type: none"> Keep the bus clean
Indoor Recess	<ul style="list-style-type: none"> Use walking feet Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Include everyone Follow game rules and be a good sport 	<ul style="list-style-type: none"> Take turns & share with others Choose an appropriate activity Voice level: 0-2 Use appropriate language 	<ul style="list-style-type: none"> Pick up after yourself Ask permission to borrow supplies
Assemblies	<ul style="list-style-type: none"> Enter and exit using walking feet Keep hands and feet to yourself Exit using the stairs 	<ul style="list-style-type: none"> Be open to new and different ideas Listen Learn 	<ul style="list-style-type: none"> Use manners Say quiet during the presentation Use the appropriate voice level 	<ul style="list-style-type: none"> Keep your feet quiet Sit in your assigned seat
Classroom	<ul style="list-style-type: none"> Use materials and equipment appropriately Keep hands and feet to yourself Use walking feet 	<ul style="list-style-type: none"> Give my best effort Be a team player Be an active learner Think before you speak 	<ul style="list-style-type: none"> Listen to the speaker Raise your hand Take turns Allow others to learn Use appropriate voice level Use kind words and good manners 	<ul style="list-style-type: none"> Have needed materials Make good choices Take personal responsibility for your actions Clean up after yourself Use time wisely
Restroom	<ul style="list-style-type: none"> Use walking feet Wash hands thoroughly 	<ul style="list-style-type: none"> Respect others' privacy Use self-control Make good choices 	<ul style="list-style-type: none"> Wait quietly and patiently for your turn Voice level: 0-1 	<ul style="list-style-type: none"> Flush, wash and leave Take care of your needs in a timely manner Keep the restroom clean Report problems