

MIDLAND ELEMENTARY FAMILY HANDBOOK

2024-2025

School Board Approved 7/25//24



District Website: <https://www.midland.k12.ia.us/>
RSchool: <https://www.tririversconference.org/public/genie/273/school/24/>
Powerschool: <https://midland.powerschool.com/>
ParentSquare: <https://www.parentsquare.com/signin>

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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 following 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. Communication will also be sent to parent/guardian emails, provided in Powerschool, and through ParentSquare notifications..

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.

School doors are open at 7:35am.

Breakfast served from 7:35-8:00 a.m.

The school day begins @ 7:50 a.m.

School ends at 3:15 p.m, which is when dismissal begins.

Attendance-changes made to reflect new legislation

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. Students 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, and report the reason for the absence.***

Chronic absenteeism/absences means any absence from school for more than ten percent of the days/ hours in each grading period established by the district. For example, 2 absences each month designates a student as being Chronically Absent.

Truant/truancy means a child of compulsory attendance age who is absent from school for any reason for at least twenty percent of the days/hours in the semester. Truancy does not apply to the following students who:

- have completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving religious instruction;
- are attending a private college preparatory school accredited or probationally accredited;
- are excused under *Iowa Code* §299.22; and
- are exempt under *Iowa Code* §299.24.

Attendance will be monitored weekly during each grading period. 5 ½ days absent in a trimester indicates Chronically Absent. Parents/Guardians will be contacted by school personnel after 3 absences. School personnel will assist families with problem solving, identifying barriers to attendance; and provide necessary referrals to resources. Referrals to the County Attorney will be made according to the Midland School District Policy.

End of day Pick-Up Procedures-may need to be adjusted due to construction during the school year.

The school day ends at 3:15 pm for Midland Elementary students. Wyoming Shuttle bus students are dismissed at 3:15 pm on full days and 1:15 pm on scheduled early dismissal days. Students being picked up in OJ are dismissed at approximately 3:22/1:22 pm , Lost Nation buses leave at approximately 3:25/1:25 pm and the rural OJ route will leave at approximately 3:30pm.

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, KWWL (Channel 7 TV), KWQC (Channel 6 TV), WQAD (Channel 8 TV), and KCCK radio (88.3FM). The announcements are broadcast as soon as possible only on days when school is canceled. We will also post on social media (Midland CSD Facebook Page). **District wide communication tool, ParentSquare, will be used for communication of unscheduled early outs, late starts and school cancellations.**

We suggest you plan with your children what they are to do in the event that school is dismissed early and you are not home.

Visitors

We welcome all visitors. **Visitors must register in the office, provide a driver's license for identification and 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. 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. A Back to School Open House is scheduled each fall for families to visit classrooms.

Volunteers/Chaperones -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. Parents, grandparents, and retirees, or anyone with some time to give are welcome to volunteer. **Prior to volunteering or chaperoning in any way, you must fill out the necessary background check paperwork. This includes going on field trips or any contact with our students in and out of the building. Background checks must be completed prior to the event.**

Breakfast and Lunch

Full Price elementary student meals (which includes a carton of milk or bottle of water) have been set at \$2.85 for breakfast and \$3.50 for lunch. Additional milk is \$0.50 per carton. Please send money to school in an envelope, marked with your name, your child's name and indicate the intent for sending money. Your child will give the envelope to his/her teacher.

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 within 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, Jessica Current, 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. Powerschool

Measles/Rubella (MMR)

*2 doses of vaccine; the first dose shall have been received on or after 12 mos 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 12 mos 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 12 mos 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 100.4° 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, in Powerschool, so that an adult can be reached who will care for the child whose parents cannot be reached. Once notified, parents are expected to pick up a sick child within 45 minutes. * This information is subject to changes based on Iowa Department of Public Health and Center for Disease Control recommendations.

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. * This information is subject to changes based on Iowa Department of Public Health and Center for Disease Control recommendations.

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.

Essential Oils and Natural Supplements

The Student Health Office recognizes essential oils and natural supplements as a medication and will follow the same guidelines for administration of a prescription medication. Please speak directly with the school nurse at your student's school to determine the appropriateness, safety, possible side effects of the essential oil or supplement. Parents will provide a physician's order to administer essential oils or natural supplements; however the school nurse is still required to administer professional judgment pertaining to essential oils and natural supplements in accordance with the Nurse Practice Act.

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 sent 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 a lice-killing product available at the pharmacy. Lice treatments kill head lice but do not 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 through 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 required for physical education class and any movement activities in the gym.

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 classroom teacher. 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. Students 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. Recess

equipment is supplied for all grade levels, so please leave basketballs and other equipment at home. **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). Appropriate footwear for recess includes athletic shoes or boots. Sandals, Crocs and flip flops are not safe for the playground.

Birthday Celebrations

We welcome a little celebration for a child's birthday or special occasion. 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. Please keep birthday treats simple. Teachers will provide an extra birthday recess if students prefer that option. **Invitations to private parties will not be handed out at school, unless invitations are provided for all students in the child's class.**

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 non dairy 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. Deliveries to the school will not be delivered to classrooms and will not be sent home with students on the bus.

Homework and Report Cards: Preschool - 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. Teachers will provide parents with a written plan of their homework guidelines for the year at the beginning of the school year. 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 if there is not a homework assignment. Kindergarten through fifth grade students will receive a report card. Kindergarten through fifth grade students will receive ratings on individual progress using the following scale.

Grading scale:

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

The elementary school follows a trimester schedule for report cards.

Parent-Teacher Conferences

Parent-Teacher Conferences are a great time for the teacher and one or both parents (or guardians) to get together and discuss the student's academic progress and social behavior. Parent-teacher conferences will be held in **October** and **March**. Conferences are scheduled for: **Wednesday October 23, 2024 from 1:30-7:00 PM, Thursday, October 24, 2024 from 1:30-7 PM; Wednesday, March 12, 2025 from 1:30-7:00 PM and Thursday, March 13, 2025 from 1:30-7:00 PM. Dates changed to reflect 24-25 school year**

BUS

Bus and School Vehicle Guidelines

Children will have a safe 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 or call 319-259-5340 Ext 1300 before 2:45 PM. 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. All Midland buses have working cameras.

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 - for Rural Routes and Shuttle Buses

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 the 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.
10. Cell phones are not allowed on elementary shuttle buses.

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 the school behavior system.

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 the 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 with the student or suspension of bus riding privileges for 5 days. Behavior referral will also be written for the school behavior system.
4. Fourth write up – Suspension of bus riding privileges for 10 days. Behavior referral will also be written for the 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 the 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 these days: parents are responsible for getting their child to school.

Religious Exemption *This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.*

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 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 for students in 4 year old preschool, any 3 year old with an IEP, 1st graders and 5th graders. Parents have the right to opt their child out of the hearing screening by submitting a written notification to the school health office at the beginning of the school year or prior to screening. Grant Wood AEA can be contacted directly, by parents/guardians at 319-399-6746 to schedule a hearing test at any time.

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. (See Title 1 attachment)

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 serves as a consultant for K-5 teachers.

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.

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 Terese Jurgensen, Superintendent/Equity Coordinator), 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 Policy

This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.

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 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. (Policy 104.00, 104.01, 104.02, 104.03, 104.R1) 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, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

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 and depending on the nature of the violation, the student(s) may be provided behavioral interventions for the bullying/harassment behavior and may also 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.

[Iowa Code 280.28](#) states Harassment and Bullying mean 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 students' 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.

An objectively hostile environment contains five criteria that must be met in order to substantiate a bullying/harassment complaint. Objective means, "*Would a reasonable person, in a similar situation,*" experience harm? For more information, please visit the [District Bullying Checklist](#) provided by the Iowa Department of Education.

Hostile School Environment Criteria:

1. Intentional Act
2. Severe, Persistent or Pervasive
3. Harm Occurs
4. Unwelcome
5. Interferes with the Educational Environment: for complainant, witnesses and others.

"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.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating offensive, or hostile learning environment.

All alleged complaints involving sexual harassment, sexual misconduct or sexual discrimination including gender-based harassment, falls under the new [Title IX Final Ruling](#), and must be reported to the Title IX Coordinator, Bobby Willms, MS/HS Principal.

Sexual harassment, shall include, but not be limited to unwelcome sexual advances, requests for sexual favors, gender based harassment and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.
- Any instance of quid pro quo harassment by a school's employee.
- Any Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.
- Any instance of sexual assault (as defined by the Clery Act) dating violence, domestic violence, or stalking as defined in the Violence Against Women's Act (VAWA).

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities;
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy.

Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or designee will be responsible for handling all complaints by students alleging bullying or harassment. The superintendent or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment.

Anti-Bullying/Harassment Investigation Procedures:

Individuals who feel that they have been bullied/harassed should:

- Communicate to the bully/harasser that the individual expects the behavior to stop, only if the individual is comfortable doing so. If the individual wants assistance communicating with the bully/harasser, the individual should ask a teacher, counselor or principal to help.

- If the bullying/harassment does not stop, or the individual does not feel comfortable confronting the bully/harasser, the individual should:
 - Report the incident(s) to a staff member, teacher, counselor or principal
 - The staff member who has been notified will contact the building principal immediately and the following procedures will be followed.

Complaint and Investigation Procedures:

An individual, parent, or student witness, who believes that they have been harassed or bullied will notify an adult in the building whom they feel comfortable with (teacher, counselor, principal, Dean of Students) will notify the superintendent. The superintendent or designated investigator will be in charge of the investigation. The school is obligated to begin the investigation, immediately, but no later than within a 24 hour time period.

1. The principal and/or the Dean of students will complete a first level, fact-based, report.
2. Parents/Caregivers of both the student(s) making the complaint and the person who has allegedly bullied this student(s) will be contacted and given an opportunity to be present either by phone, technology or in person. Presence by the parent(s) at the school is required at the minimum of 24 hours within notification.
3. The complainant will be interviewed first and a written statement will be completed. The alleged bully/respondent will then be interviewed and a written statement completed.
4. An inquiry investigation will (s) be conducted and a determination of whether the alleged complaint needs to move forward with a full investigation or if the incident involves student conflict.
5. Further investigation is not required when:
 - The facts are not in dispute by either party.
 - The impact on the target and the school is not significant (no harm).
 - It is not discriminatory harassment.
 - The behavior was not directed with discriminatory intent, at the member of the protected class.
6. A full investigation will detail the Facts, the Impact upon all parties (target, witnesses and school environment) the totality of the Circumstances and what Actions need to be taken during and following the completed investigation.
7. Both parties will be notified in writing whether the alleged bullying/harassment complaint is Founded or Unfounded based on the findings of the investigation.
8. Parents/Caregivers and the student(s) of both parties will be contacted and given an opportunity to meet with building administration to discuss the outcomes of the complaint, any interventions deemed necessary, and possible disciplinary actions.

The investigator may request evidence of the bullying/harassment, including, but not limited to: letters, tapes or pictures. The complainant and respondent shall be given a copy of their completed complaint form. Information received during the investigation is kept confidential to the extent possible. The investigator has the authority to initiate an investigation in the absence of a written complaint.

When the school is notified of an alleged sexual harassment, sexual misconduct or sexual discrimination complaint, the Title IX Coordinator will be contacted and the procedures as outlined in the [Title IX Final Rule](#) will take effect.

Investigation Procedure:

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged bully/harasser. The alleged bully/harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of bullying/harassment and report the findings and conclusions to the building principal superintendent. (This last sentence seems repetitive)The investigator will provide a copy of the findings of the investigation to the superintendent.

Resolution of the Complaint:

Following receipt of the investigator's report, the building principal (or superintendent) may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline.

Prior to the determination of the appropriate remedial action, the building principal or superintendent may, at the superintendent's discretion, interview the complainant and alleged bully/harasser. The Building Principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged bully/harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Points to Remember:

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Physical/Sexual Abuse & Harassment of Students by Employees:

The school district does not tolerate employees' physically or sexually abusing or harassing students. Students who are physically or sexually abused by an employee should notify their parents, teacher, principal or another employee. Sexual abuse means sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as, inappropriate intentional sexual behavior or sexual harassment by the employee toward a student. Sexual harassment are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature:

- Submission to the conduct is made implicitly or explicitly a term or condition of the student's education or benefits;
- Submission or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile or offensive educational environment.

The Iowa Department of Education has established a two-step procedure for investigating allegations of sexual and physical abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Mrs. Deanna Martens or Mr. Ryan Steines, Dean of Students as its Level I investigators. Midland utilizes discretion and unbiased investigators, determined on a case by case basis. The Jones County Sheriff Department is the Level II alternate investigator. Mr. Ryan Steines and Mrs. Mrs. Deanna Martens may be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical abuse of students by employees.

While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction of harm.

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. Action will be taken within 24 hours of the complaint.
3. The Principal will confront the alleged perpetrator. If the allegation is admitted, the next step in the procedure will be number 8.
4. 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.
5. If it is determined that the incident needs further investigation, a referral will be made to the Child Protection Center.
6. 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.
7. Request recommendations from the Child Protection Agency, if none are in the report.
8. If it seems appropriate, request that the perpetrator be evaluated at the Child Protection Center and that recommendations be made.
9. If the complaint is substantiated, then appropriate discipline action will be taken. This may include implementation of the suspension and expulsion policy.
10. 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.

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 ensuring 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
Elementary Principal	510 3 rd Ave. N	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

This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.

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 are 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

This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.

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

This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.

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 a 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 *This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.*

--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

This section may be amended, dependent upon the Guidance that has not yet been provided by the Iowa Department of Education.

Managed in the classroom (Tier 1)	MINOR- Behavior Referral (Tier 1/ 2)	MAJOR-Behavior Referral
<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 Tattling 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 judgment- 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 the PBIS Coach, SSC, 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.... behaviors that threaten safety of others and/or are against district policies. The teacher is responsible for completing behavior referral form.</p>

Title 1 Parent and Family Engagement Policy 2023- 2024

Midland Community School District

Recognizing that parental involvement is key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The following outlines our policy:

- Our Title 1 written policy is developed collaboratively distributed to parents and family members of participating Title I children when they enter the program. (ESSA Section 1116(a)(2))
- The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 1116(a)(2)(B))
- The district will work to find ways to work cooperatively with other Federal, state, and local programs such as the local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). Our district also coordinates a local backpack program to offer support to students that are food insecure, especially over the weekends. (ESSA Section 1116(a)(2)(C))
- The district conducts an annual evaluation of the Title 1 Parent and Family Engagement Policy. We invite input from parents through surveys and our annual School Improvement Advisory Committee meeting. We look to learn about school-home interactions, the needs of parents and families to better support and assist their children in learning, and the barriers that get in their way. The annual evaluation will help the district find evidence-based strategies for more effective parent and family engagements. (ESSA Section 1116(a)(2)(D)(i-iii)) (ESSA Section 1116(a)(2)(E))
- The district involves parents and family members in activities of the school. The district has established an advisory committee composed of parents and family members to adequately represent the needs of the population, revised, and reviewed the Parent and Family Engagement Policy. (ESSA Section 1116(a)(2)(F))
- At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be

involved. The meeting shall be for parents of both public and private school. Midland Elementary will hold an annual meeting in the fall. Notification will be sent in the district and building newsletter. (ESSA Section 1116(c)(1))

- Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. (ESSA Section 1116(c)(2))
- The district will involve parents in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups, parent conferences where parents give input and feedback, and surveys. (ESSA Section 1116(c)(3))
- Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent-teacher conferences, the school will provide parents and family members of participating children with information about the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and family members receive an explanation of the school's data, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the fall of the year, and individual report cards given to parents at conference time. (ESSA Section 1116(c)(4)(A) & (B))
- If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))
- A jointly developed school/parent compact outlines how parents and family members, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. This is shared with parents and reviewed at annual meetings. (ESSA Section 1116(d))
- Parents will be notified of this Parent and Family Engagement Policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. It will be provided in English and Spanish and will be free of educational jargon. (ESSA Section 1116(b)(1))

- In order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, we will:
 - ❑ Provide assistance to parents in understanding the state academic standards, assessments, requirements of local districts regarding standards and assessments, how their child's progress is monitored, and how to work with educators to improve the achievement of their children, and how to request parental involvements support;
 - ❑ Provide materials and training to help parents work with their children to improve their children's achievement;
 - ❑ Work with educators to assist and reach out to parents, understand the value of parent contributions, implement and coordinate programs, and build connections between parents and school;
 - ❑ Coordinate and integrate parents involvement programs and activities with other federal, state, and local programs as much as possible and promote activities that encourage and support parents in more fully participating in the education of their children;
 - ❑ Ensure that information related to school and parent programs, meetings, activities is sent to the parents of children participating in Title 1 in a format and, to the extent practicable, in a language the parents can understand. (ESSA Section 1116(e)(1-14))

- The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. (ESSA Section 1116(f))