

Middleton Elementary Schools

Student/Parent Handbook



www.msd134.org

Middleton School District Mission:

It is the mission of the Middleton School District to provide an exceptional education for all students in a safe and supportive environment.

Middleton School District Vision:

To create exceptional education experiences, which inspire our students to communicate effectively and to think critically and creatively in a collaborative environment toward the goal of becoming lifelong contributing citizens in this global community.

APPROVED BY SCHOOL BOARD May 2018

HANDBOOK INDEX

Daily Schedule & Calendar	Page 3
Responsible Student Behavior	
Positive Behavior Intervention & Support (PBIS)	Page 4
Schoolwide Expectations	Page 4
Elementary School Building Rules	Page 4
Classroom Management Philosophy	Page 4
Discipline Philosophy	Page 4
Categories of Violations	Page 5
Harassment, Intimidation & Bullying Use Policy #506.5	Page 5 - 9
Information	
Attendance	Page 10
Books	Page 10
Buses/Release of Students	Page 10
Conferences	Page 11
Dress	Page 11
Field Trips	Page 12
Grading & Report Cards	Page 12
Homework Policy	Page 12
Kindergarten	Page 12
MSD #134 Technology Acceptable Use Policy #594	Page 12
Breakfast & Lunch Service	Page 13
Physical Condition & Accommodations	Page 13
Preschool	Page 13
School Closure	Page 13
Supply List	Page 14
Testing	Page 14
Title I Parent Involvement Policy	Page 15 - 16
Visitors	Page 16
Volunteers	Page 16
Health, Medications, Injury or Illness	
Contagious Disease	Page 17
Head Lice Policy	Page 17
Immunizations	Page 17
Injury & Insurance	Page 17 - 18
Medication	Page 18
Health Screenings	Page 18
Appendix	Page 18
Defining Education Terms	Page 19 - 20
Section 504 Notice	Page 21
Family Educational Rights and Privacy Act	Page 21-22

DAILY SCHEDULE

7:45 – EARLIEST STUDENTS CAN ARRIVE/BREAKFAST BEGINS

8:05 – ALL STUDENTS ON CAMPUS

8:15 – TARDY BELL

2:50 – DISMISSAL BELL



**** 2:00 – WEDNESDAY DISMISSAL BELL w/ ONE WEDNESDAY
PER MONTH A 1:00 DISMISSAL ****

AM Kindergarten

M, T, Th, F = 8:15 – 11:10

Wednesday = 8:15 – 10:50

Extended Early-Out Wednesday = 8:15 – 10:20

PM Kindergarten

M, T, Th, F = 11:55 – 2:50

Wednesday = 11:25 – 2:00

Extended Early-Out Wednesday = 10:55 – 1:00

School Hours

Hours are from 8:15 a.m. until 2:50 p.m. each day except Wednesday. Children should NOT arrive before 7:45 a.m. or remain at the school later than 3:00 p.m. unless they are participating in a supervised activity. **School is dismissed at 2:00 p.m. every Wednesday, except once per month is a 1:00 Dismissal.**

Students need to remain outside, in their designated area until the first bell rings or be in the cafeteria for breakfast. Supervision will not be provided for students who arrive before 7:45 a.m. or remain later than 3:00 p.m. The above procedures are designed for the safety and well-being of your children.

SCHOOL CALENDAR

Available on the Middleton District Web Site
www.msd134.org

Positive Behavior Intervention Support (PBIS)

Students are provided explicit instruction on behavior expectations for all aspects of the school setting. School personnel make special effort to recognize students who are observed making responsible choices and exhibiting positive behaviors. These students receive 'tickets' to a variety of rewards, prizes, and privileges.

Elementary School Building Rules

1. No controlled items can be on school grounds at any time. This includes (but is not limited to) alcohol, tobacco, drugs, or weapons.
2. Students are not allowed to break the law. This includes (but is not limited to) vandalism, assault, harassment, and threats of violence.
3. Students are prohibited from using their own personal electronic communication and entertainment devices in any elementary school during school hours unless arranged by the classroom teacher. If you send your child to school with any such electronic device (including a cell phone), it must be turned off and stored out of sight during the school day, unless arranged in advance by staff.
4. The school assumes no responsibility for loss, damage or theft of any personal items.

Classroom Management Philosophy

Middleton students are expected to conduct themselves in such a manner as not to interfere with the orderly operation of the educational program. Building principals are directed to establish reasonable, and age-appropriate, rules necessary to maintain orderly conduct in the school. The teacher has the flexibility to manage classroom discipline in a way that is effective for them but also protects their right to teach and the students' right to learn.

Discipline Philosophy

The aim of discipline is to institute and maintain study conditions free from disruptive behavior. Based on respect and welfare for individuals and the group, discipline should develop the ideals, attitudes, and habits required for success in school. Students are expected to follow the rules of the classroom teacher, school, and the school handbook. The classroom teacher, special subject teacher, or educational assistant will normally handle violations. Discipline will be logged in Family Access and viewable by parents. Consequences will normally be determined after listening to all sides and considering individual circumstances. Administrative discretion will be used when a student repeatedly or blatantly disregards school and/or district policy(s). Students who disrupt the class may need to be removed with the goal of returning them to the classroom ready to work as soon as possible. The school may request parent involvement in determining the most effective consequences for their child.

Categories of Violations

Minor Violations:

Offenses are violations of classroom rules, school rules, and outside rules.

Consequences: May include a reminder, re-teaching a rule, time out, note of apology, or loss of activity or privilege. Additional consequences may be implemented that are appropriate to the offense.

Major Violations:

Offenses are considered serious and can result in referral to the office. Major offenses include situations which may jeopardize the safety of the student or others, or disrupt the educational process.

Consequences: May include restitution, notification to parents, or extended loss of activity or privilege. Additional consequences may be implemented that is appropriate to the offense. This may include suspension and/or expulsion.

HARRASSMENT, INTIMIDATION, AND BULLYING USE POLICY #506.5

No student or minor present on school property or at school activities shall intentionally commit, or conspire to commit, an act of harassment, intimidation or bullying against another student. Such behaviors foster a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims, create conditions that negatively affect learning, and undermine the ability of students to achieve their full potential.

It is the policy of this District to maintain a safe school environment for all students while attending school, riding the school bus, and attending District-sponsored activities on school premises or at other locations. Harassment, intimidation, and/or bullying, regardless of the specific nature of the students behavior, is disruptive to safe school environment and will not be tolerated.

DEFINITION

"Harassment, intimidation, or bullying" means any intentional gesture or any intentional written, verbal, or physical acts or threats against another student that

1. A reasonable person under the circumstances should know will have the effect of
 - a. Harming a student.
 - b. Damaging a student's property.
 - c. Placing a student in reasonable fear of harm to his or her person.
 - d. Placing a student in reasonable fear of damage to his or her property.

2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a landline, car phone, or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

PROHIBITED BEHAVIOR

The district expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of others.

Students attending any of the District schools are prohibited from engaging in the following behaviors:

1. Physical abuse against a student, including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; sexual misconduct; causing damage to another's clothing or possessions; and taking another's belongings.
2. Verbal abuse against a student, including, but not limited to, name calling, threatening, sexual misconduct, taunting, malicious teasing, or making rude gestures.
3. Psychological abuse against a student, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, and intentionally excluding another from groups, stalking, or similar activities.
4. Cyberbullying, including, but not limited to, using any electronic communication device to convey a message in any format (audio or video, text, graphics, photographs, or any combination thereof) that intimidates, harasses, or is otherwise intended to harm another individual.
5. Harassment, intimidation, and/or bullying, including any intentional gesture or any intentional written, verbal, or physical acts or threats, against another student that:
 - a. A reasonable person under the circumstances should know will have the effect of:
 - (1) Harming a student; or
 - (2) Damaging a student's property; or

- (3) Placing a student in reasonable fear of harm to his or her person; or
- (4) Placing a student in reasonable fear of damage to his or her property; or

b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating threatening or abusive educational environment for a student.

Harassment, intimidation, and/or bullying is defined as misconduct by a student(s), which is characterized by the aggressor(s) repeatedly engaging in negative actions against another student(s) in an attempt to exercise control over the victim.

- 6. Harassment, intimidation or bullying conduct based on a student's actual or perceived race, color, national origin, sex, gender identity or expression, sexual orientation, physical or mental disability, religion, physical appearance and characteristic, or socio-economic status; or a student's association with a person or group with one or more of these actual or perceived characteristics.
- 7. Conspiring with another individual to commit any act of harassment, intimidation, or bullying against another student; or perpetuating such conduct by spreading hurtful or demeaning material created by another person (e.g., forwarding offensive e-mails or text messages).
- 8. Retaliatory actions against another for reporting an act of harassment, intimidation, or bullying.

The discipline rules related to harassment, intimidation, and bullying apply when a student is (1) on school grounds before, during, or after school hours; or at any other time when the school is being used by a school group; (2) off school grounds at any school activity, function or event; or (3) traveling to or from school or a school activity, function, or event.

The prohibition extends not only to actions taking place on school grounds but also actions originating at a remote location and carried out via any technology, including but not limited to, the use of a landline, car phone, or wireless telephone, or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

REPORTING

District personnel are required to report, in a timely and responsive manner, any incident of harassment, intimidation, or bullying they witness or are aware of to the school principal or designee. All other persons, including students,

parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report

The district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying; or cooperates in an investigation. The consequences for a person who engages in reprisal or retaliation may include, but are not limited to, suspension and expulsion. Annually, the district shall report bullying incidents to the state department of education in a format as set forth in rule by the state board.

INVESTIGATION

The School Administrator or designee will promptly investigate any allegations of misconduct that are reasonably characterized as harassment, intimidation, or bullying. At the discretion of the School Principal and/or Superintendent, the alleged perpetrator(s) may be suspended pending the outcome of the investigation.

If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (1) take appropriate disciplinary action; (2) notify the parent/guardian of the perpetrator; (3) notify the parent/guardian of the victim; and to the extent allowed under state and federal law, (4) notify the parent/guardian of the action taken to prevent any further acts of bullying or retaliation

DISCIPLINARY ACTION

Students who engage in harassment, intimidation or bullying will be disciplined through the use of consequences that may include but are not limited to, referral to counseling, diversion, use of juvenile specialty courts, restorative practices, as determined appropriate, up to and including in school suspension, out-of-school suspension and expulsion. Consequences for school employees who engage in such conduct may include suspension and/or termination.

Each school will take prompt and effective steps reasonably calculated to end the harassment, intimidation, or bullying; eliminate any hostile environment and its effects; and prevent the harassment from recurring. Appropriate steps to end harassment may include separating the victim and the perpetrator, or providing counseling for the victim and perpetrator.

TRAINING

Ongoing professional development: The district will provide ongoing professional development to build skills of all school staff members to prevent, identify, and respond to harassment, intimidation, and bullying.

The district recognizes that in order to have the maximum impact, it is important to train school employees who have significant contact with students on school policies and procedures regarding harassment, intimidation, and bullying. Training will provide staff members with a clear understanding of their roles and responsibilities and the necessary skills to prevent, identify, and respond to bullying.

The district encourages the implementation of school and community wide bullying education and prevention programs.

REPORT TO LAW ENFORCEMENT

The School Administrator will refer allegations of harassment, intimidation, or bullying to law enforcement if he/she reasonably believes that the student has engaged in conduct in violation of Idaho Code Section 18-917A.

NOTICE

The district will provide each student and parent/guardian with written annual notice of this policy in a manner consistent with students' age, grade and level of academic achievement through publication in the student handbook.

ATTENDANCE

Attendance at school is essential to maximize your child's learning! Classroom attendance is taken each morning at 8:15. Students are tardy if they are not in the classroom by that time. After the tardy bell, students must get an admit slip from the office before going to class. Punctuality is important in establishing good life skills and setting the tone for the day.

After 11:00 a.m. students will be counted as ½ day absent, and will also be counted as ½ day absent if they leave before 1:00 p.m. Students who are picked up prior to the dismissal bell will also be marked as "tardy" for early retrieval.

We believe that regular attendance is critical to a child's education and that missing school time contributes to poor academic progress. If your child is ill or will be absent, please contact the school office before 8:30 a.m., when our automated calling system is activated. For the safety of your child, we will call you at your primary phone if you have not phoned in by 8:30 a.m. If you expect your child to be absent more than 1 day, you may request that homework be gathered for pick up in the office at the end of the day.

Students have two days for each day missed to hand in make-up work for excused absences. If a student leaves the school grounds during the school day without permission, they are considered truant with an unexcused absence. Police may be contacted. Class work may be recorded with a grade of zero, without the privilege of making up missed work.

BOOKS

Students are responsible for the care of textbooks and library books that are checked out in their name. Loss or damage of a text or library book will result in a fee sufficient for its repair or replacement. All books are to be returned when a student transfers or at the end of the year.



BUSES

The Middleton School Board contracts with Caldwell Bus Company to provide bus transportation. Questions concerning bus routes, discipline problems, etc. should be directed to [Caldwell Bus Company](#). Middleton District Policy, which is enforced, outlines our mission to provide safe transportation and the procedures to discipline or remove disruptive students from their bus privileges. The first week of school, all students will bring home a copy of the school bus expectations and discipline procedures. The bus is viewed as an extension of school. Students will be rewarded for positive behavior.



Students going home in any different manner than their own bus must have a note from parents. This includes riding a different bus, walking, riding a bicycle or riding in someone's car.

Students are not released from school to persons other than parents or listed emergency contacts without written authorization from the parents. We also appreciate phone confirmation calls. Students must be signed out from the office when they are picked up before the dismissal bell.

CONFERENCES

Parent-teacher conferences will be offered once or twice a school year. At the close of each trimester (15 weeks), report cards will be available on Family Access and/or sent home with the student. Parents may monitor student progress through Family Access, eliminating the need for formal progress notes except in special situations. If you need to meet with the teacher or would like to visit the classroom, please contact the office to set up an appointment. We believe parent communication is important but do not want to interrupt classroom teaching time.

DRESS

It is important for students to be aware of good personal hygiene and appearance. Appropriate clothing enhances a good learning atmosphere. Clothing should be neat, clean, and suitable for the weather and school activities. **Proper dress is expected at all times. The following types of clothing are NOT considered appropriate for school:**

- a. *Shorts and skirts shorter than fingertip length*
- b. *Tank tops with large armholes, midi-shirts, halter-tops, crop tops, and spaghetti straps*
- c. *Clothing advertising tobacco, alcohol or drugs*
- d. *Clothing promoting or related to violence, discrimination or gang affiliation*
- e. *Clothing that is vulgar, sexually inappropriate, ripped or disruptive*
- f. *Caps, hats, or headgear worn inside the building*
- g. *Pants or shorts that fall below the hips (too baggy to stay up)*
- h. *Skate shoes ("heely's"), shoes*

See that all removable items of clothing are clearly marked with your child's name. If you notice clothing missing, check our lost and found. Every year numerous expensive jackets, mittens, hats, and other items are left unclaimed. At the end of each quarter, all unclaimed items may be donated to local charities.

FIELD TRIPS

Parents are asked to update their child's field trip permission in Family Access at the beginning of each year; however, the teacher, prior to each trip, sends notification home via Family Access, email, or a note. Students must ride the bus to and from the field trip. Parent helpers are always needed to closely monitor our students; **therefore no younger siblings are able to attend. District policy allows only currently enrolled students to ride the bus.** Parents may take their child home from a field trip with prior notification.

GRADING & REPORT CARDS

Report cards are issued to students three times a year. These reports show academic and effort grades, absences and tardiness, as well as coded information on pupil attitudes and work habits.

Report cards are issued at the end of each trimester. Grades are also available regularly through Family Access. Please consult the district web site for trimester end dates and parent conference dates @ msd134.org

HOMEWORK POLICY

Middleton Elementary Schools believe homework is an important part of the educational process. It allows students an opportunity to extend, support, and practice learning at home. We recommend that homework never take more than 10 minutes per grade level for your child. For example, a 3rd grader should not be doing homework more than 30 minutes per night unless making up missed work or having chosen not to utilize class time to complete work. Please talk with your child and his/her teacher with any homework concerns or questions.

KINDERGARTEN

First Day at Kindergarten: As a transition from home to school, and to allow students to adapt to school in a smaller group, we have a staggered schedule for the first two days of school. Kindergartners will attend school regularly after their staggered start.

TECHNOLOGY ACCEPTABLE USE POLICY #594

Technology can be integrated to facilitate increased collaboration, communication, creation, and critical thinking. The District provides students with technology services. These services include, but are not limited to, the use of technology devices, school accounts, and the Internet. To view the MSD #134 Technology Acceptable Use Policy#[594](#), go to:

https://www.msds134.org/cms/lib/ID01001484/Centricity/domain/34/500_students_policy_secured/594_-_Student_Technology_Acceptable_Use_Policy.pdf

BREAKFAST AND LUNCH

Students will be served a FREE morning breakfast (7:50 – 8:10). Lunches are \$2.45 for elementary students and \$4.00 for adults (\$2.75 for breakfast). Milk is \$.50. Prices are subject to change. Students should pay for their meals before classes start. District policy does not allow students to have more than five charges at one time.

PHYSICAL CONDITION & ACCOMMODATIONS

If your child has a physical condition that requires temporary accommodations, please contact the teacher and P.E. teacher so that the school may properly work with your child. Requests for a child to be excused from P.E. or recess must be in writing from the parents. Extended periods (beyond three days) of adapted activity due to illness or injury must be requested by a doctor's note.



PRESCHOOL

Early Intervention Preschool is for children 3, 4, and 5 years of age that meet State and Federal Guidelines for eligibility. The child must have significant delays in the areas of: speech/language, motor skills, cognitive (thinking/learning) skills, or social delays. Screening for potential eligibility is done 3 times per year. Middleton School District preschool is held at Purple Sage Elementary School. Parents can call for appointments for the screening by calling 455-1148.

SCHOOL CLOSURE

All decisions on school closure are treated with great concern and given sincere consideration before a decision is rendered. If road conditions are determined to be unsafe for student, staff and parent transportation, the Superintendent and district staff will then place calls to local media so the information that school will be closed can get to our parents as quickly as possible. In addition to posting closures on the District website (www.msds134.org) the following area media will be contacted:

KIDO	Light 108	KFXD	KISS	Mix 106	Cool 104.3
KQFC	KKGL	KIZN	KZMG	KTIK	KBOI
KGEM	KQRX	KHITS	KRVB	KJOT	KCID-AM
KBCI - 2	KIVI - 6	KTVB - 7		KTRV - 12	

The District avoids unscheduled early releases for our students as much as possible. Many of our parents work during the day. Early transportation of our students to their homes might result in them going home to empty houses, placing them in an increased unsafe condition beyond that of what would

result from bussing students at the normally scheduled end of the school day.

We will utilize Family Access and your 'alerts' you have set up to release notifications as well. Please ensure your settings are set up.

SUPPLY LIST

Suggested supply lists are available at many local stores as well as on your school website. If you need assistance with school supplies, please contact the school counselor, as help is available.

TESTING

It is very important for your child to be in attendance for testing. Accurate assessment of student achievement is essential in ensuring academic growth for all students. The Middleton School District utilizes State and District-developed assessment tools to ensure that a full range of assessment data is available for parents and school personnel. These data are used in determining placement, participation in extension and remediation programs, and communication of progress as measured against Idaho Core Standards and district curricula. Students are **required** to participate in State and local assessments. The major assessment tools are as follows:

Idaho Reading Indicator (IRI) is to ensure that all children master the skills they need to become successful readers, Idaho law requires that every student from kindergarten to third grade be tested three times a year. The Idaho Reading Indicator is a brief test individually administered to each student in the fall and spring for students in grades Kindergarten through third grade. It gives an indication of a student's reading proficiency and is not intended to be a complete diagnostic reading test.

Idaho Standards Achievement Test (ISAT) are administered in grades 3 - 5. The results from these tests are used to measure student progress from spring to spring and from grade to grade. These assessments are based on Idaho's Core Standards and assess skills in reading, language and math. Grade 5 also has a science test.

Response to Intervention (RTI) is a systems approach to assure growth for all students. The types of assessments used are Universal (Academic) Screeners, Diagnostic Assessments, and Progress Monitoring Assessments. These may be administered to all students multiple times per school year to support differentiated instruction and intervention plans for students. The Middleton School District uses the RTI (Response to Intervention) model to drive instructional decisions.

Title 1 PROGRAM

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. **Annually review our Parent Involvement Plan:** The school will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan. The plan will outline how the school will work with their parents throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
2. **Annually review our Parent /School Compact:** The school will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents of identified Title 1 students will be provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year parent input on the parent/school

compact will be solicited and used during the spring meeting in the possible revision of this document.

- 3. Annually establish how Title I Parent Involvement Funds will be used:** The school will, with consultation and input from their parents, annually develop a plan for use of any and all Title I parent involvement funds. These funds will be used to provide parents with materials, pay reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable participation in school related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be completed at the first meeting of the school year, and be shared with all parents.
- 4. Annually review the use of Title I funds and evaluation of the use of these funds:** The school will, with consultation and input from their parents, annually review how Title I funds will be used throughout the school year. This should be done at the first meeting of the year. Parents will be provided with data that supports the use of these funds and be asked for their input. Before the end of each school year parents will be provided with evaluation information/data that assesses the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.
- 5. Facilitate regular, meaningful two-way communication:** The school will hold an annual meeting for parent to explain Title I and what it means to them as a parent and to their student and to explain the rights of parents to be involved in the school and in their child(ren)'s education. This will be done at Back to School Night, early in the fall. The school will also offer this information at meetings held at flexible and convenient times for parents. The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in the parent newsletter monthly. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to

parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.

6. **Build the capacity of parents to support their child(ren)'s learning:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. This will include a family math night and a family reading night.
7. **Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school:** To the extent feasible and appropriate, the Title I consulting teacher and Special Education teacher will work with the preschool program, Head Start, and Parents as Teachers to conduct activities that encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to a transition night before the start of school for children transitioning to Kindergarten.
8. **Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and educate staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

VISITORS

Parents are welcome and encouraged to visit school. For the safety of your child, visitors and volunteers are to enter through the main entrance since all other doors are locked from the outside. Please sign in and get a visitor's pass from the office before proceeding through the building. Although parents are present, students will still be expected to follow all school rules.

VOLUNTEERS

Parents and community members are welcome, appreciated and needed at school. Volunteers are to sign in and out in the Volunteer Log at the respective school office so that, in an emergency, we are aware that you are in the building. Get a nametag and be a volunteer!

HEALTH, MEDICATIONS, INJURY OR ILLNESS

School personnel can administer simple first-aid. If your child is injured or becomes ill, he/she will be cared for temporarily by a staff member, or school nurse, and you will be notified. If you or the emergency contacts you have specified cannot be located and it is deemed necessary, emergency services will be notified and your child will be taken to the nearest hospital emergency room, unless you have given instructions to the contrary. It is extremely important that the school have the name of another party to call in case of illness or injury if you cannot be located. We must have your CURRENT HOME, CELL AND BUSINESS TELEPHONE NUMBERS. Please keep Family Access updated.

Contagious Disease

If your child is ill with a contagious disease, please be sure to notify the school, as our school nurse must report some of these diseases to the State Health Department. Please do not send your child to school with a rash to be checked by the nurse; rather notify your child's physician. The school nurse does not provide physical examinations. Please do not send your child to school if your child has been up during the night vomiting or has a fever at or above 101 degrees.

Head Lice Policy

Middleton School District students are not to be in school if they are infested with head lice, or have nits. If a student is found to have head lice or nits while at school, the parent will be contacted and requested to transport the student from the school. The "no nit" rule will require that the student be excluded from attending school until all live lice and all nits have been removed.

Immunizations

Children attending school must be immunized. Idaho law requires the following be given: 5 DPT; 4 Oral Polio; 2 MMR, 3 Hepatitis B, 2 Hepatitis A, and 2 Varicella. This record must be on file with our office before your child may enter school. These are the requirements for children born after September 1.

Injuries and Insurance

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing-up process. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

The School District does not provide medical insurance to pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The District carries only legal liability insurance.

The District does make student medical insurance available to families for their individual purchase. Brochures outlining the coverage and premiums are handed out at the beginning of the school year and are available at the school office.

Medication

There are cases when medications need to be given to children during school hours. If this is necessary, the following guidelines will be followed:

PRESCRIPTION MEDICATIONS

1. The parent/guardian must submit a written request to the respective school, if they are being asked to administer medication. Authorization forms are available at each school or a note may be written.
2. The prescription noted on the prescription bottle is authorization for the medication to be administered at school and no further information is required from the prescribing physician. The medication must be in its original container and the student's name, prescription number, doctor, and directions must be clearly set forth on the container.
3. With parental permission and the permission of the Principal, nurse or designee, elementary or secondary students may keep and self-administer their own medication including prescribed inhalers. A signed note from the parent/guardian must be on file in the school office or in the student's possession stating the name of the medication, the reason for the medicine, and the appropriate dosage. If on file with the office, this note will be a part of the student's education record and will be accessed on a need-to-know basis by persons with a legitimate educational interest.

Health Screenings

Each school makes an effort to work with local health care agencies to provide free vision, hearing, scoliosis and dental screenings at specific grade levels of students as resources allow. If you wish to deny any of these free screenings, please submit a written request to the school nurse annually.

APPENDIX

Defining Education Terms

Section 504 Notice

Family Educational Rights and Privacy Act

Defining Education Terms

The ABCs are just the tip of the iceberg when it comes to educational abbreviations and acronyms. Parents, understandably, are often confused by all the terms used by schools and teachers. Here's a quick look at some of the most common terms:

NCLB (No Child Left Behind Act) is the 2001 reauthorization of the Elementary and Secondary Education Act (**ESEA**). It is a federal law that was designed to improve student performance and make schools, school districts, and states more accountable for students' success or failure. While NCLB is in place nationwide, it continues to be a topic of discussion and debate among educators, parents, and legislators.

AYP (adequate yearly progress) was established under NCLB as the measure that states must use to show that their schools and school districts are effectively working to meet basic state standards for math and reading, as well as for attendance and high school graduation. Each state has its own system for measuring school progress, often involving statewide testing. State education departments may intervene if a school does not make AYP for two years in a row. The law also enables parents to transfer their children to a different school or obtain tutoring if their school's test results continue to be substandard.

ELL (English-language learners) is a broad term used to describe students whose second language is English—that is to say children who are raised in homes where the main language spoken is not English. ELL is now being used as a term to replace other, more specific, categories, including students with limited English proficiency (**LEP**), second-language learners (**SLL**), and English as a Second Language (**ESL**).

IDEA (Individuals with Disabilities Education Act) was created to help ensure that children who have special needs, such as dyslexia or autism, are able to receive a free public school education that meets their needs.

FAPE (free appropriate public education) is one of the hallmarks of IDEA—that American children, regardless of their disability, are entitled to a public school education.

IEP (individualized education program) is a personalized educational plan created for students who have been identified as having specific educational disabilities. An IEP is a team as well as an educational program. IEP team members include the child's classroom teacher and special education teacher, the parent(s), a public agency representative, and in many cases, the student. Working together, the IEP team ensures that the child receives the education and services necessary for progress and success.

RTI (Response to Intervention) is a multi-tier approach to the early identification and support of students with learning and behavior needs. Students' progress is closely monitored at each stage of intervention to determine the need for another method of instruction and/or intervention in both general and special education.

Section 504 NOTICE

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) prohibits discrimination against students and staff members with disabilities. The Middleton School District has developed policies and procedures that ensure compliance with Section 504 and ADA.

Included in the regulations is the requirement that students with disabilities be provided a free, appropriate public education. These regulations encompass identification, evaluation, the provision of appropriate services, and procedural safeguards.

Parents are entitled to have the opportunity to review relevant educational records under the Family Education Rights and Privacy Act (FERPA).

The 504 and ADA Compliance Officer for the Middleton School District is Tammie Morin. Anyone wishing to review the District's 504 policies, including grievance procedures, may contact Mrs. Morin at 5 So. 3rd Ave. W. in Middleton, or call 585-3027.

Family Educational Rights and Privacy Act General Education Provision Act of 1974

Section 438

The parent or eligible student has a right to:

1. Inspect and review the student's educational records.

2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulation authorize disclosure without consent.
4. File with the U.S. Department of Education a complaint concerning alleged failures by the agency or institution to comply with the requirements of the Act.
5. Obtain a copy of the policy adopted by that agency or institution regarding how the requirements of the Act are met. (Obtained from the District Office)
6. Right to a due process hearing regarding contents of records.
7. Cost of copies of records.