



# MIDWAY R-I SCHOOL DISTRICT

## "Home of the Vikings"

5801 E State Route 2 • Cleveland, Missouri 64734 • Voice (816) 250-2994 • Fax (816) 899-2823 • [www.midwayk12.net](http://www.midwayk12.net)

Midway Elementary School  
5801 East State Route 2  
Cleveland, Mo 64734

Dear Midway Elementary Parents,

Welcome to the 2024-2025 school year here at Midway Elementary. The staff have been busy working to prepare for another great year for our students.

As part of our efforts to successfully begin a new school year, we have prepared a resource that we hope you will find helpful: the 2024-2025 Parent Handbook. This publication includes information for parents and students regarding daily life in the Midway Elementary School, as well as an overview of student rights and responsibilities.

As your principal, I would also like to encourage you to visit our website at [www.midwayk12.net](http://www.midwayk12.net). It is a great way to find current information about the district and upcoming events. Our Midway Elementary Facebook page is another means to keep up on our daily happenings here in our school. We are constantly updating and posting events to share information with our families, so please feel free to check there often.

The staff here at Midway Elementary is devoted to providing a safe and fun learning environment for our students. We strive to meet not only academic needs, but social and behavioral needs as well. I have always felt that a team-approach is extremely important in a child's education. Communication between your child's teacher and home is vital to your child's success. Please feel free to contact your student's teacher or myself at any time throughout the year.

I'm looking forward to another great school year!

Chad Dean  
Principal  
Midway Elementary

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# 2024-2025

## Midway R-1 Calendar

Created on 1-25-24  
 6.75 Hours Per Day  
 157 School Days for Total of 1055.95 hours  
 3 New Teacher Days  
 19 Teacher Work Days (178 Days)  
 11.95 hours built-in increment weather hours, 36 AMI hours.

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days in Attendance						
Student Staff	Stu	Staff				
Aug	9	14	Jan	17	19	
Sept	18	20	Feb	18	19	
Oct	19	23	Mar	14	16	
Nov	16	17	Apr	19	20	
Dec	14	15	May	13	15	

2024-25 calendar events						
Aug 8,9,12	New Teachers Report					
Aug 13-19	All Teachers					
Aug 20--	First Day of School					
Sep 2	Labor Day-No School					
Sep 9	No School-PD Day					
Sep 23	No School-PD Day					
Oct 7	No School-PD Day					
Oct 21	No School-PD Day					
Oct 30	Teacher PD/ P/T Conferences					
Oct 31	Teacher PD P/T Conferences					
Nov 1	No School					
Nov 11	No School-PD Day					
Nov 27-29	No School-Thanksgiving					
Dec 9	No School-PD Day					
Dec 20	Early Dismissal					
Dec 23-Jan 3	Christmas Break					
Jan 6	No School-PD Day					
Jan 7	School Resumes					
Jan 20	MLK Day, Snow Day #3					
Jan 27	No School-PD Day					
Feb 10	No School-PD Day					
Feb 17	Pres. Day, Snow Day #4					
Mar 3	No School-PD Day, Snow Day #5					
Mar 17-21	Spring Break					
Mar 31	No School-PD Day					
Apr 7	No School-PD Day, Snow Day #6					
Apr 18	No School-Good Friday					
Apr 21	No School, Snow Day #7					
May 5	No School-PD Day, Snow Day #8					
May 18	Graduation					
May 20	Last Day of School, Early Out					
May 21	PD Day					
May 26	Memorial Day					
June 19	Juneteenth					

Total Staff Days 178

157



### School Address and Office Hours

Address: Midway Elementary School  
5801 East State Route 2  
Cleveland, MO 64734

Telephone: 816-250-2994  
Fax Number: 816-899-2823

Website: [www.midwayk12.net](http://www.midwayk12.net)

Office Hours: 7:30 a.m. – 4:00 p.m.  
Monday through Friday

### School Day

Kindergarten – 6<sup>th</sup> Grade  
8:00 a.m. – 3:11 p.m.

**Students are not to arrive before 7:40 a.m.**

Preschool:  
AM group – 8:00a.m. – 11:00a.m.  
PM group – 12:00p.m. – 3:00p.m.

### School Closings

In the event of severely inclement weather or a mechanical breakdown, the school may be closed. Our school district uses a program called “Infinite Campus Messenger”. This system will call all students’ homes to inform them of any school closing or early dismissal. For this reason, **it is very important that the school has a working phone number for all students and/or parents.** The announcement will be posted on the Midway Elementary Facebook page and all major radio and television stations will still be contacted as well. Our intent is to conduct in-person classes, and that will only change when conditions are so severe that they pose a serious risk to child safety.

### Change in Transportation

If your child is going somewhere other than home or his/her regular sitter, *please notify the school in writing each day there is a change.* To better accommodate our parents, a feature has been added which allows parents to email the school regarding any new arrangements for the child. Please use [schoolnotes@midwayk12.net](mailto:schoolnotes@midwayk12.net) to do so.

**All notes need to be sent to this email address no later than 2:00 p.m.** Any email sent after 2:00 will not be accepted, due to the fact that we need time to communicate this change to all the parties involved.

If your child is having a party or staying overnight with a friend, please make plans to pick the group up at school. *We must have written permission signed and dated by the parent/guardian.*

## Home/School Communication

We will have Parent/Teacher Conferences at the end of the First Quarter. Conferences will be held with your child's classroom teacher.

All parents are encouraged to attend their child's conference.

It is through a strong partnership between home and school that students excel. Do not hesitate to schedule additional conferences at any time with your child's teacher.

Parents can access their child's grades, attendance, discipline referrals, and lunch accounts on our website. This informational program is called Parent Portal. If you need an account set up, please contact the school.

### Class DOJO

Class DOJO is the best mode in which to contact your child's teacher. All teachers, including our specials class teachers, will be using this as their primary mode of communication. Parents can choose to have this app on their phones. Teachers will send out reminders, pictures, and other communication through this app. It is the most effective manner of teacher/parent communication.



## Midway Elementary Facebook Page



To keep up with some of the daily events happening at school, feel free to follow us on the Midway Elementary Facebook page.

You'll find announcements, reminders, updates, pictures, and videos there. It's a fun way to stay involved with what's happening here at school.

### Contacting Your Child's Teacher

There are many ways to contact your child's teacher. Class Dojo is our preferred method. Sending a note to school, or contacting the teacher by phone or email are other effective ways.

### Phone Contact

When you call the school, one of our Administrative Assistants will forward your call to the classroom teacher's phone line. Our phone number at school is 816-250-2994. Students and teachers will be called to the phone only in an emergency situation.

During class time you will have to leave a message. Please give the teacher 24 hours to respond to any message given. Other parents prefer to contact the teacher through email. Teachers may not be able to respond to these emails during class time, so again, please be patient.

On the next page, you'll find the contact information for all elementary personnel.

## Midway Elementary Staff Contact

Mandy Grimes – Preschool mgrimes@midwayk12.net	ext.430	Abby Brumbaugh – Title I Teacher abrumbaugh@midwayk12.net	ext. 417
Aubrie Crotty – Kindergarten acrotty@midwayk12.net	ext.429	Shauna Lyon – Speech & Language slyon@midwayk12.net	ext. 408
Ashlee Box – Kindergarten abox@midwayk12.net	ext. 434	Brittany Nieder – Counselor bnieder@midwayk12.net	ext. 403
Shelby Mincks – First Grade smincks@midwayk12.net	ext.435	Lindsey Burkart – Special Education lburkart@midwayk12.net	ext. 422
Emily Gartman – First Grade egartman@midwayk12.net	ext.427	Loretta Bailey - Special Education lbailey@midwayk12.net	ext. 424
Megan Watts – Second Grade mwatts@midwayk12.net	ext.418	Leslie Blomquist - Special Education lblomquist@midwayk12.net	ext. 422
Katie Williams – Second Grade kwilliams@midwayk12.net	ext.421	Rob Russ – Special Education rruss@midwayk12.net	ext. 423
Clorisa Bridgers – Third Grade cbridgers@midwayk12.net	ext.419	Brianna Medley – Physical Education bmedley@midwayk12.net	ext.321
Michaela Hinkle– Third Grade mhinkle@midwayk12.net	ext.420	Shannon Wray – Art swray@midwayk12.net	ext.407
Alania Jackson – Fourth Grade ajackson@midwayk12.net	ext.416	Jennifer Argabright – Library jargabright@midwayk12.net	ext.428
Bailey Dean – Fourth Grade bdean@midwayk12.net	ext.415	Jordan Hargis – Music jhargis@midwayk12.net	ext.406
Karen Flanagan – Fifth Grade kflanagan@midwayk12.net	ext.414	Danielle Ellsworth – Band dellsworth@midwayk12.net	ext.327
Sara Jenkins – Fifth Grade sjenkins@midwayk12.net	ext.413	Susan Ruble - Parents as Teachers sruble@midwayk12.net	ext.409
Tammy Brown – Sixth Grade tbrown@midwayk12.net	ext.412	Layce McCoy – Elementary Secretary lmccoy@midwayk12.net	ext.402
Rhonda Jordan – Sixth Grade rjordan@midwayk12.net	ext.441	Karen Salisbury – Nurse ksalisbury@midwayk12.net	ext. 404
		Hannah Newkirk - Director of Special Services hnewkirk@midwayk12.net	ext. 203
		Chad Dean - Elementary Principal cdean@midwayk12.net	ext.401



### **SWPBIS Purpose Statement**

The purpose of the Midway Elementary School-Wide Positive Behavior Support Program is to create a respectful, responsible, and safe environment.

### **Behavior and Discipline**

Discipline shall be defined as all of the actions that support and guide student activities within a school and that establish a climate designed to achieve the purposes and objectives of the district in the most effective manner. Appropriate discipline shall be administered based upon the seriousness of the inappropriate behavior and shall be progressive. Consequences shall include, but not be limited to, the training and strengthening of student self-control in such a way as to contribute to the academic and social growth of each student.

A. The school will have reasonable rules for student behavior, which are consistently enforced. The school will maintain a safe, positive, educational climate that is conducive to effective learning. Students shall be expected to adhere to appropriate codes of behavior established by the school.

B. All staff shall develop and enforce fair, firm, and consistent behavioral expectations within the school setting. Behavioral expectations for students shall be age appropriate and shall be made clear to students, staff, and parents. Positive school citizenship shall be encouraged and reinforced within the school community.

### **School-Wide Positive Behavior Support**

This is the program our school uses to teach our expectations in a proactive manner. This is a collaborative process for structuring the learning environment to support the academic and social success of all students. This program:

- ~ Provides a unified teaching focus and maximizes efficiency of instructional time.
  - ~ Increases use of appropriate behaviors.
  - ~ Increases student time in academic instruction.
- ~ Supports a positive learning and working environment.
  - ~ Creates a more predictable learning environment.
- ~ Fosters improved communication among students, staff, parents, and community members.
  - ~ Efficiently provides extra support for at-risk student populations.

For a more detailed description of our SWPBIS program please visit the Elementary tab on our website.

## **Interview of Student by School Administrators**

- ~ District personnel may interview a student victim of, student witness to, or student suspected of committing an alleged violation of district guidelines, board policy, school rules, criminal law or commission of an unsafe act without prior consent of a parent. At the beginning of an interview a student shall be provided a general knowledge of the nature of the interview unless a compelling security issue is involved.
- ~ A student shall be informed of the nature of the alleged violation and the reason school officials believe that the student was a witness, victim of, or suspected of the misdeed before termination of the interview unless a compelling security issue is involved.
- ~ Each student shall initially be questioned separately and in a private location when possible.
- ~ A student may be asked to write a summary of the incident. The student may retain a copy of the summary he/she wrote if requested by the parent.

## **Attendance**

The Midway School District believes that all students shall regularly attend classes. However, the school realizes that some absences from school cannot be avoided. Below you will find information regarding excused and unexcused absences. Also provided is a procedure for beginning discussions when a student's academic progress suffers as a result of excessive absences.

### **Grounds for Excused Absences**

- ~ Personal illness excused by a professional
- ~ Death in the family
- ~ Necessary appointments that cannot be made outside of the school day and are verified
- ~ Obligatory religious observances of the student's own faith

School administrators or their designees are authorized to request from parents evidence needed to verify the validity of the reasons for the absence. School employees receiving such information are expected to protect its confidentiality.

### **Unexcused Absences**

Any absence for a day or significant part of the school day, for reasons other than those listed, shall be considered unexcused. If the school is not notified of the reason for the absence, it will be considered unexcused. Our automated system will call parents/guardians at noon to notify them of any absence that has not been reported.

### **Excessive Absences**

All absences and tardies will be reviewed weekly. If the absences don't comply with our guidelines for excused absences and/or the absences are becoming excessive, a letter will be sent home. It is highly recommended that you communicate with the school whenever your child is out of school for any reason. If the child was at a doctor's appointment, please ask the doctor for his/her documentation.



## **Tardies**

On-time regular attendance to school is an important part of your child's educational experience.

Students arriving late to school should report to the office to receive an admit slip for classroom admission. Students are considered tardy from 8:01-8:15. Any arrival from 8:16 and beyond is considered an unexcused absence.

When a student arrives late, he or she will be counted tardy. Tardies are marked as an "attendance event" in our student information system. If the tardies are in excess, as with absences, parents will be notified through a letter from the office.

## **Education Court**

The state of Missouri and Cass County have become much more involved with our student attendance and tardies. This program started during the 2012/2013 school year. The program that has been developed for Cass County is called Education Court. Midway is in communication with representatives from the Cass County Courthouse to determine what is expected from our school system and what procedures we are to follow. We will be communicating with the parents about their child's attendance and tardies as stated in the "Excessive Absences" section.

You will receive the automated phone call if your child is absent. If absences or tardies are a concern for your child, you will receive the letter.

## **Student Personal Appearance**

Personal appearance guidelines are difficult to interpret because clothing decisions may be a result of fashion trends, individual needs and tastes, and parental discretion.

Keeping these differences of opinion in mind, the Midway staff will ensure that students follow these guidelines when faced with issues about dress:

- 1) Clothing that interrupts learning\* is not appropriate for students to wear to school. Students will be asked to change their clothes if such clothing is worn. Provocative clothing is also inappropriate.
- 2) Parents will be encouraged to monitor student dress to support a learning environment.
- 3) Apparel posing a threat to the safety of the school community members is not to be worn in school.
- 4) Hats, or wearing hoods up, will not be allowed inside the school building.
- 5) Clothing and accessories that advertise illegal activities or items students cannot legally buy will not be worn in school.

*\* Examples of Clothing that disrupt learning include:*

- ~ Apparel that allows a bare midriff
- ~ Apparel that allows underwear to show (i.e. boxers, bra strap)
- ~ Clothing that is too tight such as a tube top
- ~ Extremely short shorts or short skirts or skirts with provocative slits
- ~ Necklines that are provocative

## Cell Phones and Smart Watches

We understand that some of our elementary students may have a cell phone. Any elementary student who brings a cell phone to school must have the **phone turned off and in his/her backpack** ; it must not be on his/her person during the school day. If a student either has the phone on, or has it on their person, the phone will be taken away for the remainder of the day. The student may pick up the phone at the end of the day. If a second cell phone violation occurs, a parent will have to pick up the phone at his/her convenience.

Smart watches will be handled in the same way. If a student is observed using a smartwatch to communicate with others, to send or receive images, or to assist with schoolwork in any way the same disciplinary procedures as the phone will be followed.

## School Security

We are all aware of the safety precautions that need to be taken by our schools today. We have taken steps towards making our school safer for our students. The main suggestion from all those who work with safety in schools recommends the doors remain locked at all times. We want all of our patrons to feel welcome to come into our school when needed, but more importantly, we want to keep our students safe. We must do what we can to try to prevent something tragic. Access to the building will be granted through an intercom/monitoring system.

## Guest Sign In

For the security of all students, all non-employees entering the building must check in at the Elementary Office. At that time, a badge will be issued for you to wear while at the school. Visitors not displaying a badge will be asked to return to the office to obtain one. This safety feature is in effect daily between the hours of 8:00 a.m. and 3:11 p.m.

## School Expectations for Picking Up a Student

Before the end of the day pick-ups:

- The person picking up the student needs to report to the office.
- Office personnel will get the student, while the person picking up the student waits in the office.
- If the person picking up the student is not a parent or someone the school is familiar with, identification will be checked.
- An email must be sent to [schoolnotes@midwayk12.net](mailto:schoolnotes@midwayk12.net) that morning informing personnel who will be picking the student up from school.
- The person picking up the student will sign the student out and state the reason for leaving school early.

Picking up at the end of the day:

- An email should be sent to [schoolnotes@midwayk12.net](mailto:schoolnotes@midwayk12.net) letting school personnel know that the student will be a car rider. You can send a note with your child or use the School Notes email address.
- All school note emails must be received **before 2:00 pm** to be accepted.
- If plans change, the parent will need to come in and sign the student out.
- If the parent has a meeting after school with a staff member, the parent will wait in the office unless otherwise directed.



## **Bus Safety**

Every school bus driver has a great responsibility for the health and safety of his/her riders. Appropriate behavior must be maintained by students while on the bus. Students should assist in keeping the bus safe and sanitary at all times. One of the greatest hazards to school bus safety is the misconduct of students. School bus drivers have been trained in our School-Wide Positive Behavior Support program and will follow that for the success of our students.

## **Bus Discipline Procedures**

Misconduct notices will be given for misbehavior on the bus. A yellow and pink copy will go home with the student. The yellow copy is yours to keep and does not need to be returned. The pink copy needs to be signed and returned to the school.

The following progression will be used with bus referrals:

- #1 - Notice to parent
- #2 - Notice to parent and 1-day bus suspension
- #3 - Notice to parent and 3-day bus suspension
- #4 - Notice to parent and 5-day bus suspension
- #5 - Notice to parent and 10 day bus suspension
- #6 - Remainder of the **school year** bus suspension

However, if the behavior is deemed severe, a suspension may occur with the first incident.

Conduct which causes extreme safety problems may cause transportation services to be suspended. If this occurs, the parent/guardian will be contacted.

## **Bus Safety Regulations Include:**

- 1) Passengers must be on time.
- 2) Bus passengers must conduct themselves in a safe manner while waiting for the bus.
- 3) Wait until the bus comes to a complete stop before attempting to board the bus, both at the bus stop and at school.
- 4) The driver is in charge of the passengers and the bus. Classroom conduct must be practiced by all passengers.
- 5) Personal electronic devices may be used if the device does not become a distraction to the driver. Cell phones should be on vibrate.
- 6) Keep hands and head inside the bus at all times.
- 7) Assist in keeping the bus safe and clean at all times.
- 8) Damage to the seats, etc., must be paid by the offender.
- 9) Passengers must never tamper with the controls or the equipment on the bus.
- 10) Keep books, packages, coats, feet and all other objects out of the aisle. Large objects that cannot be held in a student's lap will not be transported on the bus.
- 11) Do not throw anything out of the bus windows.
- 12) Passengers are not permitted to leave their seats while the bus is in motion.
- 13) Bus driver and/or school personnel may assign permanent bus seats to any and all students.
- 14) Absolute quiet is a must when the bus is approaching a railroad crossing stop.
- 15) No glass containers, weapons, or animals are allowed on the bus.
- 16) The bus driver shall not be required to transport a pupil when the pupil's conduct endangers the safety of others, when he/she commits acts of vandalism, uses obscene language or unacceptable gestures, or commits moral offenses.
- 17) The use of tobacco, liquor, or illegal drugs on the bus or at the bus stop is prohibited and shall be reason for suspension of transportation.
- 18) Prior to boarding and following departure from the bus, students crossing the street are to walk at least ten feet in front of the bus and wait for driver's signal to cross.
- 19) The driver will not discharge passengers at places other than the regular assigned bus stop or at school, unless a note from the parent/guardian is sent with the student to school and is signed off by school officials.
- 20) Drivers will not release any student in Kindergarten through Second grade without a parent or guardian present or without prior written permission for them to be released with an older sibling.

## Food and Nutrition Services

The meals at your child's school will be prepared and served by a dedicated staff of professional food service employees. The school food service program is a cooperative federal, state, and local effort. The success of the program is dependent on the teamwork of the parents, students, and the food service staff. Midway is committed to providing affordable, high-quality, freshly-prepared, nutritious food, and quality of service to each student. Midway provides a caring environment where students are encouraged to make healthy choices. Good nutrition is essential in the learning process, and the district will do everything it can to be sure students are ready to learn.

### Meal Prices

As a service to parents, the board of education tries to keep student meal prices as low as possible. However, rising food and milk costs may result in adjustments in student meal prices at any time. Prices for this school year are posted below.

K-12 Breakfast - \$1.90

K-6 Lunch - \$2.85

7-12 Lunch - \$2.95

Extra Milk - \$0.50

Adult Breakfast - \$2.65

Adult Lunch - \$3.70

- A student may not accumulate more than ten unpaid meal charges.
- Students may not charge à la carte items.
- A student with money in hand will not be denied a meal even if the student has past due charges.
- Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Our school uses the **My School Bucks (Nutri-Kids Program)** to keep track of how much money is in each child's breakfast/lunch account. Parents should send money (preferably a check) in a sealed envelope *clearly marked with the student's first and last name* and marked "lunch money" in the memo.

The amount of the check will be credited to the student's account. Each time the student purchases food from the cafeteria, that amount will be subtracted from their account. Parents can monitor this from our website. When the account reaches a negative balance, our "Infinite Campus Messenger" program will contact the home to make the parents aware that their child is out of money in this account.

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. Provide timely notification to parents/guardians when account balances run low (when applicable) and each time their student charges a meal.
2. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

If a child brings a lunch from home, but buys milk from the school, money will need to be deposited into his/her account. *Soft drinks and energy drinks are strongly discouraged in the cafeteria. There is also no glass allowed in the cafeteria. Elementary students are not allowed to use the microwave.*

All food from the cafeteria (breakfast and lunch) must stay in the cafeteria unless a teacher is hosting the students to eat in the classroom.

If there is a medical reason they cannot have milk, a note will be needed from your family physician stating this.

Parents are welcome to eat lunch with their child at any time. This will take place at a dining area in the front entryway of the building, rather than in the cafeteria. If the parent or guest chooses to bring their child a meal, we ask that it be shared with your child only.

**Free and Reduced Meals** - Students from a family whose income is at or below the Federal Income Guidelines for Free and Reduced Price Lunch may be eligible to receive meals free or at a reduced cost. All students receive the same menu for lunch, regardless of ability to pay. An application for meal benefits is available at the school. The identification of students who receive free or reduced price lunches is confidential.

### Lunch Shifts

Kindergarten – 10:35-11:00

1<sup>st</sup> Grade – 10:35-11:00

2<sup>nd</sup> Grade – 11:05-11:30

3<sup>rd</sup> Grade – 11:05-11:30

4<sup>th</sup> Grade – 11:05-11:30

5<sup>th</sup> Grade – 11:35-12:00

6<sup>th</sup> Grade – 11:35-12:00

### **USDA Non-Discrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form, \(AD-3027\) found online](#) and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410

2. Fax:

(202) 690-7442

3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

Click on the link to see the full Midway RI board policy on Food Service:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=86&revid=TnPf2AbtMplusL8bvowxmQrzw==&ptid=amlgTZiB9plushNjl6WXhfiOO==&secid=muNUIKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false>

### **From the Nurse's Office**

Students entering school for the first time must present certification from a physician or health department that the student has received the immunizations required by the state of Missouri. Students will not be enrolled into the school system until this is completed.

If there are religious or medical reasons for the child not having the immunizations completed as required, the parent and/or physician will need to provide the necessary documents stating the reason(s) for this not being completed.

### **Missouri Immunization Requirements**

- ~ Diphtheria, tetanus, pertussis (DTaP)  
Five doses required
- ~ Poliomyelitis (IPV/OPV)  
Four doses required
- ~ Measles, mumps, rubella (MMR)  
Two doses required
- ~ Hepatitis B  
3 doses required
- ~ Varicella (chickenpox)  
2 doses required

### **Screenings at the Elementary Level**

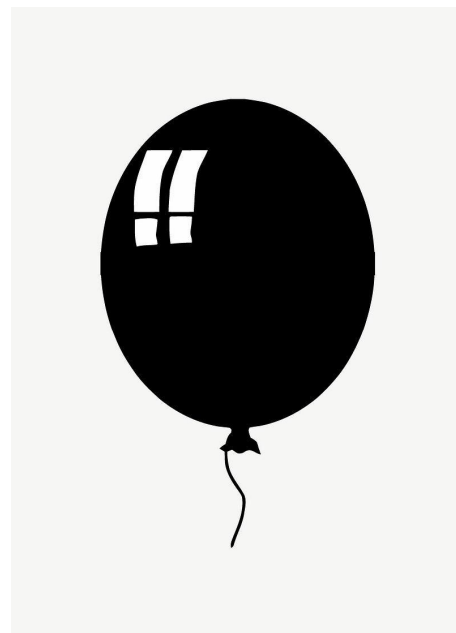
Screenings can be done for individual students at any grade level upon request.

- ~ Vision:
  - ~ All kindergarten students prior to enrollment
  - ~ All 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> graders
- ~ Hearing:
  - ~ All kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students
- ~ Scoliosis:
  - ~ All 5<sup>th</sup> grade students



### **Latex Free School**

Here at Midway we currently have a staff member who is severely allergic to latex. Due to this, Midway Elementary is enforcing a latex free environment for our students and staff. The purpose of this is to avoid severe, life threatening allergic reactions in the school setting. With this we ask that for parties, birthdays, etc. you do not bring in latex balloons. The mylar balloons would be a great substitution. We thank you in advance for your help with this.



## From the School Nurse (cont'd)

**Growth and Development** - Our curriculum includes a unit on growth and development.

A film will be shown to all fifth grade students and fourth grade girls. Boys and girls will have separate sessions. Parents are welcome to preview the film. Please call the nurse to set up an appointment for this.

**Medication** - If a student must take medication during the day, it must be turned into the nurse's office with signed and dated written instructions and/or dosages from the parent/guardian and a physician as to how and when it is to be administered. Medication must be labeled by the pharmacy with special instructions as to storage, e.g., refrigeration.

Medications may not be in possession of, or self-administered by, students while on district grounds, on district transportation (school buses), or during district activities.

Please try to give prescription drugs at home. If the prescription requires three doses per day, it may be given before school, at dinner, and at bedtime.

Over the counter medication will be administered with parent consent.

***If your child is prescribed medication to take on a regular basis and they will be taking the medication at home, please contact the school nurse to make sure she/he is aware of what is being taken and in what dosage. This is information that would be pertinent in the event of an emergency.***



### Health Exclusions from School

***Exclude:***

Fever with or without other symptoms

Eyes inflamed with purulent discharge

Lice

Diarrhea

Vomiting

***Readmit:***

Fever-free for 24 hours without fever reducing medication

Drainage has stopped; or treated for 24 hours on antibiotics

After treatment with an anti-parasitic drug is initiated

Diarrhea free for 24 hours

Free of vomiting for 24 hours

## **Textbooks and Library Books**

All textbooks and library books are furnished by the school. Students are expected to take care of these books. If a book is lost or damaged, that child's parent will be asked to pay the replacement cost.

### **PTO**

You are invited and encouraged to join our Parent/Teacher Organization and become actively involved in the Midway learning community. Our PTO will meet several times throughout the year. Meeting times will be posted on our monthly newsletter. Exciting family events are planned for the school year. By working together we can provide the very best learning opportunities for our children.

See you at our next PTO meeting!

Check out "Midway PTO" on Facebook!

### **Title 1**

Title 1 is a federal program directed by the state that Midway participates in. Midway's goal is to provide research-based instruction for students in the area of reading. Midway is a Schoolwide Title 1 school, so all students can benefit from this program, if needed.

### **Teacher Support Team (Pre-Referral Team)**

Students experiencing academic, social, or behavioral problems not solved through classroom interventions may be referred to our Teacher Support Team (TST). This referral may come from a teacher, parent, or other staff member. When a child is referred to TST, a team will look at skill deficits and put interventions in place to help promote progress in the general education classroom.

## **Referrals for Special Education**

The Midway Schools are committed to providing an education that appropriately meets the needs of each student. For some students, supportive educational assistance is needed through special education programs and services.

The Student Services Department provides a comprehensive special education program that adheres to federal regulations which includes the Individuals with Disabilities Education Act (IDEA) and the Missouri requirements. If you believe that your child may be in need of special education services, you may initiate a referral to our Special Services Director, Hannah Newkirk.

### **Assessments**

Our students take district assessments throughout the year to monitor their progress and to get a summative evaluation of their academic growth.

This year we are continuing to use a testing platform that will allow us to assess student progress using just one benchmark test three times a year. This test is called the **MAP Growth**, by Northwest Evaluation Association (NWEA).

The MAP Growth Assessment measures what students know and informs teachers what they're ready to learn next.

We will also be giving the **Missouri Assessment Program (MAP) test**. This is the state standardized test and will be given in the spring.



## **Differentiated Instruction**

Our teachers use differentiated instruction to better meet the needs of our students. In using this approach toward educating our students, we teach to the individual child's needs instead of teaching simply to our curriculum. For this reason, students within a classroom may be doing different tasks, but they will all be working on the same skill set.

### **Grade Cards**

Here at Midway, we use a Standards Based Grade Card for K-6. Essentially, instead of getting a letter grade for a subject area the student now gets a number based on a rubric for each standard within each content area.

- 4 - Exceeds grade-level expectation for target
- 3 - Meets grade-level expectation for target
- 2 - Partial mastery of grade-level expectation for target - demonstrates partial understanding or can perform portions of the target with assistance
- 1 - Little or no mastery of grade-level expectation for target - cannot demonstrate mastery, even with instructor assistance

If you have any questions about how this works or what the score on your child's grade card means, contact the classroom teacher or the principal.

## **Late Work Policy**

Each grade level team has designated their late homework policy. The guidelines for this are listed in each team's handbook. If you have specific questions about this, please contact your child's teacher. The teacher will develop an alternative plan for students if the teachers working with the child deem it necessary.

### **Birthdays**

Birthday parties are not allowed at school. If you wish to send treats with your child, please contact the teacher to let them know which day you would like to send the treats. It is important that you make arrangements prior to bringing in treats in case there are activities that will prevent treat distribution. Treats need to be left in the office. The classroom teacher will have the treats brought down to the room at his/her discretion.

*Birthday party invitations may be handed out if a student is going to invite all the boys, all the girls, or the entire class to their celebration. If only a select few students are being invited then it should not be done at school.*

## **Missouri Learning Standards**

The state of Missouri's adopted curriculum standards are called the Missouri Learning Standards (MLS). Midway's curriculum is aligned to these standards.

You can find these standards at:

<https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

## **Homeless Students**

If your family lives in any of the following situations:

- ~ In a shelter, motel, vehicle, or campground
- ~ On the street
- ~ In an abandoned building, trailer, or other inadequate accommodations, or
- ~ Doubled up with friends or relatives due to various circumstances

Then school aged children have certain rights and protections under the McKinney-Vento Homeless Education Assistance Act. Contact either Chad Dean or Hannah Newkirk for more information.

## **Enrollment (policy JECA-2)**

In general, in order to enroll a student in the District, the parent, legal guardian, military guardian, person acting as a parent or the student must provide proof of legal residency in the District or request a waiver of proof of residency and must complete all admission requirements as determined by board policies, regulations and procedures. Students whose parents/guardians are being relocated to Missouri under military orders and who are registering remotely are required to provide proof of residency within ten days of the student's actual attendance in the District.

The District does not allow nonresident students to enroll in and attend the District upon payment of tuition except as detailed in this policy.

## **Mandated Reporting of Child Abuse**

Child abuse and neglect can have a disastrous and long-lasting effect on a child's development and scholastic performance. According to Missouri law, certain individuals are considered to be "mandated reporters" of abuse and neglect. This includes all school personnel. When school personnel suspect for any reason that a child has been a possible victim of abuse or neglect by family members or others, they are required by law to file a report.

Reason to suspect means that "there is credible evidence or a discrepant or inconsistent history in explaining a child's injury" (physical, mental, sexual, emotional or neglect). The individual with the knowledge or suspicion will contact Division of Family Services (DFS). Investigations of the report may take place at school. School personnel will be included in the investigation only if deemed necessary by DFS or the law enforcement officer.

The major purpose of reporting incidents is to ensure that children can feel safe in their home, community, and school. A second purpose of mandated reporting is to provide early home intervention in situations that require professional assistance. Mandated reporting of suspected child abuse or neglect is for the protection of our children.



# Midway Elementary

Title I Program  
Parent Handbook



Dear Parents,

Midway Elementary's Schoolwide Title I Program gives districts the ability to receive additional training, resources, and programs to benefit students. Schoolwide programs do not have to identify particular students as eligible for services. This type of program enables us to work with any students, whether it is for a two-week skills group or a yearlong remediation.

Three times per year, students participate in benchmark assessments in the area of Reading, using the NWEA MAP Growth assessment. Results from this benchmark assessment are taken into consideration, along with classroom performance and teacher observation, when planning instruction and interventions.

Additionally, each year we screen every child from Kindergarten through 3rd grade for having the signs of Dyslexia. After the screener is complete, if your child shows any signs of having Dyslexic tendencies, an additional screener called the CTOPP-2 (Comprehensive Test of Phonological Processing) will be administered. If it is determined that your child does show signs of dyslexia and if he or she is having academic struggles in the classroom, your child will have the opportunity to receive additional daily instruction with the Wilson Program for 20-30 minutes. This program is an intensive intervention that is language-based for students who show dyslexia tendencies.

Dyslexia is a specific learning disability that is neuro-biological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. School districts are not able to diagnose dyslexia, but only identify dyslexic tendencies.

Each year, we send surveys out to parents regarding their thoughts on our Title I program. Additionally, invitations are sent out annually to parents to invite you to participate in our Title I Advisory committee. If you would like to attend the next meeting we have, please contact me at any time to ask for more information.

Thank you for your time,

Abby Brumbaugh  
*Reading Specialist/Title I Teacher*  
816-250-2994 [abrumbaugh@midwayk12.net](mailto:abrumbaugh@midwayk12.net)

# Title I Funding Process

Each year, the United States federal government allocates money to Missouri and other state Title I programs. To receive federal funds in this area, states must submit a plan.

The plan describes:

- What all children are expected to know and be able to do
- The performance standards that all children are expected to meet
- Ways to measure how well students are meeting performance standards

Missouri distributes its Title I money to qualifying school districts like ours. Midway R-I provides Title I resources, like teachers and programs, to students in our district.

Teachers, administrators, parents, and other school staff work together to:

- Identify students who most need learning help
- Set goals for each student's improvement
- Measure each student's progress by using the standards from the Missouri Title I Plan
- Develop programs to help with reading and math struggles
- Involve parents in all aspects of the program

## Parent/Family Involvement in Instructional and Other Programs

The Midway R-I School District Board of Education believes that engaging parents and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community.

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

### Missouri Parent and Family Involvement and Engagement Goals

The Board of Education recognizes the importance of both eliminating barriers that impede parent and family involvement and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a policy to facilitate parent and family involvement and engagement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents and families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents and families to visit the schools their children attend, and actively solicit parent and family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

## Title I Program Parent and Family Involvement and Engagement

### *District Policy*

The district and parents and family members of students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist and build the capacity for all Title I schools in planning and implementing effective parent and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Coordinate and integrate Title I parent and family involvement and engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parent and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. The evaluation will include identifying:
  - ❖ Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
  - ❖ The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
  - ❖ Strategies to support successful school and family interactions.
5. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

## *School Policy*

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop and agree upon a written parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.

Each school participating in the Title I Part A program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.
2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
  - Timely information about Title I programs.
  - A description and explanation of the curriculum.
  - The forms of academic assessment used to measure student progress.
  - The achievement levels of the Missouri Learning Standards (MLS).
  - Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
  - Timely responses to suggestions.



### *Building Capacity for Involvement (Continued)*

4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.
6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

### **Accessibility**

To the extent practical, the district must 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 students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

### **Policy Evaluation**

The district and each school receiving Title I funds will, with parent and family involvement, review and evaluate the content and effectiveness of parent and family involvement policies at least annually. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

### **English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement**

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

\*\*\*\*\*

# How Can I Help My Child?

You know your child best.

It is up to you to:

- Share information about your child's interests and abilities with teachers.
- Update your child's teacher and school about changes at home or in your child's health.
- Notice whether your child's needs are being met in school.
- Learn about the Title I program and what it has to offer your child.
- Monitor your child's progress by reviewing tests, report cards, and other assessments. Ask teachers for more information on his or her progress toward grade-level goals.
- Ask to see progress reports on your child's school to make sure it is reaching goals for improvement.
- Speak up if you have concerns or notice any problems (please don't criticize the school, teachers, or principals in front of your child).



# THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

## Epstein's Six Types of Involvement



### **Parenting:**

Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.



### **Communicating:**

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



### **Volunteering:**

Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.



### **Learning at Home:**

Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.



### **Decision Making:**

Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.



### **Collaborating With the Community:**

Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Title I funds will support healthy school, family, & community partnerships.

# Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>.

**Missouri Department of Elementary and Secondary Education  
Every Student Succeeds Act of 2015 (ESSA)  
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b>	
<ol style="list-style-type: none"> <li>1. What is a complaint under ESSA?</li> <li>2. Who may file a complaint?</li> <li>3. How can a complaint be filed?</li> </ol>	
<b>Complaints filed with LEA</b> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be investigated?</li> <li>5. What happens if a complaint is not resolved at the local level (LEA)?</li> </ol>	<b>Complaints filed with the Department</b> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the Department be investigated?</li> <li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
<b>Appeals</b>	
<ol style="list-style-type: none"> <li>9. How will appeals to the Department be investigated?</li> <li>10. What happens if the complaint is not resolved at the state level (the Department)?</li> </ol>	

**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

**5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV-A, Title V  
<sup>2</sup> In compliance with ESSA Title VIII- Part C, Sec. 8204(a)(2)(C)

**6. How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

**7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

**8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

**9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

**10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

# Parents Right to Know Letter

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95) have the right to know.

Upon your request, our district is required to provide you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria has been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

# Programs for Homeless Students

The Midway R-I School District Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

## Eligibility for Services

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

## District Liaison for Homeless Students

The board designates the following individual to act as the district's liaison for homeless students (homeless liaison):

Director of Special Programs  
5801 East State Rte. 2  
Cleveland, MO 64734  
Phone: 816-250-2994/Fax: 816-899-2823

The homeless liaison shall designate and train another district employee to serve as the homeless liaison in the absence of the homeless liaison.



## Programs for Homeless Students (continued)

### School of Origin

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

### Enrollment

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Students will be awarded appropriate credit for full or partial coursework in accordance with board policy. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

### Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether the student should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest except when doing so is contrary to the request of the student's parents/guardians or the student if unaccompanied by a parent/guardian.
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parents/guardians or the unaccompanied youth.

The choice regarding placement shall be made regardless of whether the homeless student lives with a parent/guardian or has been temporarily placed elsewhere. If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of the student's right to appeal the district's decision.

## Programs for Homeless Students (continued)

If the district determines that placement should be in the school of origin, the student will continue to be educated in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parents/guardians or unaccompanied youth, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied youth and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the action was proposed or refused;
3. A description of any other options the district considered;
4. The reasons other options were rejected;
5. A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;
6. Appropriate timelines to ensure any relevant deadlines are not missed; and
7. Contact information for the local liaison and the state coordinator for homeless students (state coordinator) and a brief description of their respective roles.

### Services

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other activities with other school districts.

## **Programs for Homeless Students (continued)**

### **Unaccompanied Youths**

An unaccompanied youth is a student who is not in the physical custody of a parent or legal guardian. The liaison will work with unaccompanied youths on issues unique to their situations, such as informing them of their status as independent students under laws applicable to higher education and informing them that they may obtain assistance from the homeless liaison to receive verification of this status for the purposes of applying for federal student aid.

The homeless liaison, a school counselor or a school social worker will verify, when applicable, that a student is an unaccompanied youth as defined in federal law.

### **Transportation**

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Midway R-I School District, the district will provide transportation to and from the school of origin at the request of the parents/guardians or homeless liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

### **Records**

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

## Disputes

Parents/Guardians or unaccompanied youths may appeal district decisions regarding eligibility, enrollment or placement. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will provide the parents/guardians or unaccompanied youth a written explanation of any decision related to school selection or enrollment, including the right to appeal such decisions, and inform the parents/guardians or unaccompanied youth of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

1. If the parent/guardian or unaccompanied youth has a complaint regarding the education of a homeless student, the person must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school where the student is seeking enrollment. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the parents/guardians or unaccompanied youth.
2. The parents/guardians or unaccompanied youth can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.
3. If the dispute is not resolved by the homeless liaison, the parents/guardians or unaccompanied youth may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received by the superintendent or designee. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the parents/guardians or unaccompanied youth may file a written complaint with the board of education. The board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the board. If the dispute is not resolved by the board in a manner satisfactory to the parents/guardians or unaccompanied youth, an appeal may be brought to DESE in accordance with the state dispute resolution process, which the homeless liaison will provide to the parents/guardians or unaccompanied youth.

While the dispute process is ongoing, the student in question must be enrolled and allowed to fully participate in school activities as well as receive transportation, if requested, to the school in which the parents/guardians or unaccompanied youth seeks enrollment.

The district shall make translators, interpreters or other support services available without charge and in the appropriate language to parents/guardians and unaccompanied youths who are English learners, use a native language other than English or need additional supports due to a disability.

# Dyslexia

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## is real.

It's a learning difference that makes reading difficult. It often runs in families. Researchers have been studying dyslexia for more than 100 years.

## is common.

Some experts say 5 to 10 percent of people have dyslexia. Other say as many as 17 percent show signs of it.

## is lifelong.

With the right support, people with dyslexia can get better at reading. Many thriving adults with dyslexia say it helped them be more creative and resilient.



**Dyslexia isn't a problem of intelligence, laziness, vision, or reading letters backwards.**



**Understood**

### Trouble areas

- ▶ Sounding out written words
- ▶ Recognizing common words in text
- ▶ Spelling
- ▶ Reading accurately and smoothly
- ▶ Understanding what's read
- ▶ Writing
- ▶ Rhyming
- ▶ Solving word problems in math
- ▶ Learning a foreign language

### Ways to help

1. Step-by-step instructions on the basics of reading, with each concept mastered before moving on
2. Different ways for people to show what they know, like speaking rather than doing a written report
3. Technology like audiobooks and text-to-speech to level the playing field