

THE MIDLAND SCHOOL
P.O. Box 5026
94 Readington Road
North Branch, NJ 08876
www.midlandschool.org
(908) 722-8222 – Phone
(908) 722-6203 – Fax



LOCAL EDUCATION AGENCY MANUAL

2016 • 2017



The purpose of this LEA Manual is to inform Child Study Teams and local school districts of the procedures, practices and policies that impact enrolled students and their families at The Midland School.

TABLE OF CONTENTS

PAGE

School Calendar
Telephone Directory

MISSION, PHILOSOPHY, AND PROGRAM

A. The Mission	1
B. The Philosophy	1
C. The Program	2
D. Extended School Year	5
E. Alternate or Supplemental Summer Programs	5

POLICIES AND PROCEDURES

A. Admissions Procedure	6
B. Transitions and Graduation	6
C. State-wide Testing	6
D. Change of Placement	6
E. Arrival and Departure of Students	7
F. Emergency School Closing Procedures	7
G. Visitors	8
H. Observations by Public School CST	8
I. Reporting Student Progress	8
J. IEP/Annual Review Meetings	8
K. Parent-Teacher Conference Contacts	9
L. Website	9
M. Homework Policy	9
N. Reporting Student Absenteeism	9
O. Early Detection of Missing Children	10

HEALTH AND SAFETY

A. Injury and Emergency Hospital Procedure	11
B. Emergency Evacuation	11
C. Medication and Illness of Students	11
D. Students having a Seizure During After School Activity	11
E. Do Not Resuscitate Orders	11
F. Concussions	12
G. AED and Emergency Action Plan	12
H. Hospitalization and Emergency Room Visits	12
I. Preventive Medical Practice	12
J. Personal Hygiene Policy and Practice	12
K. Nutrition Policy	13
L. Procedures for Reporting Child Abuse	13
M. Incident Reporting Procedures	13
N. Drugs and Alcohol Abuse	13
O. Weapons Policy	13
P. Assault Policy	13
Q. Threats	13
R. Student Harassment, Intimidation, Bullying Policy	14
S. Police Intervention	14
T. Smoking	14
U. Strip Search Policy	14

TABLE OF CONTENTS

PAGE

HEALTH AND SAFETY (Continued)

V. AIDS, HIV and Hepatitis B Policy	15
W. Communicable Disease Reporting	15
X. Suicide Prevention Policy	15
Y. Educational Field Trip	15

BEHAVIOR MANAGEMENT	16
---------------------	----

PARENT SERVICES

A. Parents' Association	19
B. Counseling and Guidance Services	19
C. The Midland Weekend Respite	19
D. Recreation/Social Programs	19
E. Midland Publications	19

SCHOOL HOURS
9:00 a.m. - 3:00 p.m.

JULY, 2016				
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OCTOBER, 2016				
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North Branch, NJ 08876
WWW.MIDLANDSCHOOL.ORG

Revised 9-8-16

2016 - 2017 Calendar

2016 Extended School Program
July 6 - August 16, 2016

SEPTEMBER

5 Labor Day
6 & 7 Staff Professional Development
8 First Day of School
15 New Parent Tea 9:30 a.m.
22 Back to School Night - 6:15 p.m.

OCTOBER

3 Rosh Hashanah
12 Yom Kippur

NOVEMBER

11 Early Dismissal- Professional Development
23 Early Dismissal
24 & 25 Thanksgiving

DECEMBER

8 Early Dismissal
23-30 Holiday Recess Begins

JANUARY

3 School Re-opens
16 Martin Luther King

FEBRUARY

17 & 20 President's Weekend

MARCH

8 Early Dismissal
24 Early Dismissal-Professional Development

APRIL

14-21 Spring Recess

MAY

26 & 29 Memorial Day Weekend

JUNE

8 Early Dismissal
16 Graduation
22 Last Day of School-Early Dismissal

NUMBER OF SCHOOL DAYS:

July-August - 30 January - 20
September - 17 February - 18
October - 19 March - 23
November - 20 April - 14
December - 16 May - 21
June - 16

Scheduled Days - 214

Staff Only Report: []

School Closed: _____

Early Dismissal - 1:00 p.m.: { }

(4) emergency closing days included.
Unused emergency closing days
subtracted from the last week of school.

If more than 4 emergency days are
needed, they will be made-up in the
following order: 1/16; 2/17; 4/21; 4/20;
4/19; 5/26

PHONE: (908) 722-8222
FAX: (908) 722-6203

JANUARY, 2017				
M	T	W	T	F
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MARCH, 2017				
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APRIL, 2017				
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MAY, 2017				
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JUNE, 2017				
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2017 ESY Program:

July 5 - August 15, 2017
Program closed July 3 & 4, 2017

TELEPHONE DIRECTORY

After dialing (908) 722-8222 you may reach any of the following staff members/departments by entering the appropriate extension number:

BY STAFF MEMBER:

Virginia Abu Bakr, Social Worker	Ext. 101
Mary Dee Atkins, Speech & Language Coordinator	Ext. 110
Katie Brach, Nurse	Ext. 117
Rose Dudek, Human Resource Manager	Ext. 124
Mike Castles, Facilities Mgr. & Systems Administrator	Ext. 129
Jessica England, Student Support Center aide/Transportation Coordinator	Ext. 103
Tom Enos, Psychologist	Ext. 101
Katelyn Hancik, Behavior Analyst	Ext. 103
Shawn McInerney, Executive Director	Ext. 125
Barbara Petercsak, School Nurse	Ext. 115
Gail Russell, Foundation Development Director	Ext. 150
Karen Storm, Supervisor (Career Education)	Ext. 103
Myrna Sunshine, Social Worker	Ext. 101
Gregg Sweetman, Financial Director	Ext. 120
Jane Wilkie, Supervisor (Transition Programs)	Ext. 161
Kristen Zizelmann, School Principal	Ext. 103
All other staff	Ext. 102

BY DEPARTMENT:

Admissions, Barbara Moschak – Admin. Asst.	Ext. 101
Attendance Office, Elysa Bellomo - Secretary	Ext. 102
Business Office, Alicia Noon– Admin. Asst.	Ext. 120
Child Study Team, Barbara Moschak – Admin. Asst.	Ext. 101
Executive Director's Office, Pauline Kodack – Admin. Asst.	Ext. 125
Foundation Office, Public Relations	Ext. 151
Health/Nurse Office	Ext. 115/116/117
Human Resources	Ext. 124
Maintenance/Custodial	Ext. 131
MAS Office, Joanne Gusciora – Admin. Asst.	Ext. 161
Principal/Supervisors Office	Ext. 103
Transportation, Terry Zvolanek – Admin. Asst.	Ext. 103

FREQUENTLY CALLED NUMBERS AND EXTENSIONS:

To report student absenteeism	Ext. 102
To determine if school is open on inclement weather days	908/722-8222
To reach the school in the event of an emergency, after school hours	908/722-8222 or 908/309/1589
To reach the after school social programs	908/309-1589
To call the Patricia Murphy Work Center	908/722-7727

I. MISSION, PHILOSOPHY, AND PROGRAM

A. The Mission

The Midland School is an approved comprehensive private special education program serving the individual, academic, social, emotional, and career education needs of children, adolescents and young adults with developmental disabilities. The staff of The Midland School promotes personal achievement and fosters independence for children and adults with intellectual and developmental disabilities by providing a range of innovative programs.

It is the goal of the staff of The Midland School to carry on its educational program with emphasis on service to individuals or groups in the following order of importance:

1. **The Children** - Each child participates in an individualized program specifically designed and constituted to promote optimal growth and development. In considering prospective students the Executive Director, and such other members of the staff as he shall designate, bear in mind that acceptance of a child is based on whether the Midland School is right for the child as opposed to whether the child is right for the Midland School.
2. **The Family** - The school conducts educational programs and programs of individual and group counseling for families to aid them in understanding and helping their child to develop to the greatest possible degree.
3. **The Staff** - It is the policy of the school to aid the staff in every way possible to achieve maximum results with respect to each student. Such aid includes, but is not limited to, staff meetings, both individually and in groups, and in-service training sessions. All professional staff are fully certified for the positions they hold. Staff support and supervision are provided by the administration.
4. **Other Professional Individuals and Agencies** - To whatever degree possible, the school lends its knowledge and resources to other individuals and agencies in the same or similar fields of endeavor.

B. The Philosophy

The philosophy of the school is to facilitate the growth and development of each student in the way most effective for him/her. The student and his/her abilities and needs are at the center of all programming decisions. The program remains flexible and adaptable to the maximum extent possible. The goal is that each individual is able to reach his/her highest level of overall achievement and independence.

All Midland programs and interactions are designed to be positive and proactive. It is felt that many problems can be avoided by innovative programming, structured routines, positive coaching and teaching, and clearly articulated expectations. Students are treated as valued, important, unique individuals.

Integral to the Midland philosophy is the physical size of the classroom. Past experience has shown that our students respond favorably to classrooms with limited space. The physical structure of the room provides additional structure and limits for the students. Smaller rooms also allow for teachers to be in close proximity to the students at all times. This enables them to give physical prompts when necessary, and to provide more easily for visual as well as auditory direction. Communication is facilitated.

I. MISSION, PHILOSOPHY, AND PROGRAM

In addition to traditional service models, speech therapy, occupational therapy, counseling and social skills instruction are integrated into the classroom settings as often as possible. This allows the students to practice specific skills, within a relevant context while receiving direction and reinforcement.

Midland's curriculum stresses a multi-sensory approach to learning. We recognize that our students vary in the learning style that is most effective for each of them, therefore, our program attempts to address their individual needs. There is an emphasis on incorporating as many styles of presentation as possible so that students have the optimum chance of learning. Our school-wide science and social studies units are just one example of this philosophy in practice. Classes have discussions, audio-visual presentations, hands-on projects, and field trips supplemented by school-wide assembly programs, and applied projects in speech, art, music, and program center. Our career education program also provides students with the opportunity to have hands-on learning experiences.

Midland classrooms offer a self-contained program. Classroom teachers instruct in all academic areas, as well as on social skills, independent living, and career education. Classrooms vary in size from 6 students to 12 students. Each class has a teacher and a full time aide.

C. The Program

1. **Academics** - Students receive academic instruction in the areas of: reading, mathematics, language arts, perceptual motor skills, science and social studies. Goals and objectives correlate with State core curriculum standards. Instruction is individualized and based on each student's Individualized Education Plan (IEP). A wide variety of materials are available and instruction is presented in ways that are sensitive to varying student learning styles.
2. **Social Skills Development** - Social skills development is addressed both formally and informally within the classroom. The school psychologist and social worker also work with students on social issues. A school-wide THE CHOICE IS YOURS program is in effect to encourage and recognize positive social skills.
3. **Independent Living** - Midland has an apartment with kitchen, dining, living, bedroom, and laundry areas as well as 2 additional kitchen areas. Classes use this area to learn independent living skills including cooking, cleaning, personal care and laundry.
4. **Community Living** – Students practice skills to help them become more independent in the community. Five separate areas address the needs of both younger and older students. Community living encompasses independent living skills as they relate to being out in the community. Students practice skills such as shopping in a food store, eating out in a restaurant, working on money skills in the bank, sorting and weighing packages in the post office and stocking shelves in the retail store.
5. **Behavior Management** - Midland's staff takes a very proactive approach to behavior management, with many techniques which prevent problems from occurring. All classes have rules and management systems based on them. In all cases, students are earning positive consequences - tangible, social, or activity related.

I. MISSION, PHILOSOPHY, AND PROGRAM

6. ***Adapted Physical Education*** - Students participate in a varied physical education program adapted to meet their own needs. Exercise routines, a variety of motor ability experiences, team sports, swimming, and lifetime recreational activities are all offered. Students may participate in intramurals and Special Olympics in addition to their regular physical education activities.
7. ***Health Education*** - Health instruction is presented to all students. The health curriculum includes family life education, personal health, accident prevention and safety, nutrition, environmental health, substance use and abuse, mental and emotional health, and the prevention and control of diseases.
8. ***Art*** - Midland's art curriculum develops visual motor skills, tactile discrimination, visual discrimination, spatial concepts and behavioral skills through regularly scheduled classes.
9. ***Music*** - All Midland students participate in the music program on a weekly basis. They have a chance to experience a variety of musical approaches and to perform several times per year for their peers. In addition to the regular class lessons, students may choose to participate in chorus, instrumental instruction, or drama club.
10. ***General Shop*** – In shop class the students work on wood projects, which help them develop visual motor, tool-machinery, assembly, fastening, finishing, and abstract thinking skills.
11. ***Computer Education*** - During each class's weekly scheduled time in the program center, the students learn computer skills, which may include word processing, computer design or keyboarding. In the classroom students use appropriate computer software to reinforce academic instruction.
12. ***Counseling*** - Midland's school psychologist and social worker provide individual and group counseling for students as indicated in their IEP, or based on needs identified by the Midland staff.
13. ***Health Services*** – Nurses administer medications, care for students who are ill or injured, provide health counseling, and perform health screenings. They also work with staff and parents to share medical information.
14. ***Speech and Language Therapy*** - Speech and language therapy is provided individually, in small groups, in transition speech groups for teens and within classroom settings. Therapists address students' language needs as identified in their IEP.
15. ***Occupational Therapy Services*** – Occupational therapy is provided individually in small groups and in super senior and transition classes. Therapists address student's needs as identified in their individual IEP's.
16. ***Physical Therapy*** – Physical therapy is provided individually in accordance with the student's IEP.
17. ***Assistive Technology*** – All Midland students use assistive technology in some form. Assistive technology is any piece of equipment or software product that is used to increase, maintain, or assist in the functional capabilities of individuals with disabilities. Midland students use adaptive keyboards, trackballs, touch screens, software programs, communication devices, sound systems, adapted books and low-tech devices such as pencil grips and slant boards.

I. MISSION, PHILOSOPHY, AND PROGRAM

18. **Career Education** - Career education helps students develop appropriate work behaviors and attitudes including the ability to take direction, attend to task, and interact positively with co-workers. Students from ages 5 - 14 experience sorting, assembly and packaging tasks in our career education room. Career clusters in varied job areas address the needs of 15 - 20 year olds to experience what it is like to be on the job. 18 - 21 year olds have a chance to experience real job situations as trainees or paid employees at the Midland work center.
19. **Assemblies, Guest Speakers, Field Trips** - Midland's daily curriculum is supplemented by assembly programs, guest speakers, and class field trips which enhance class instruction.
20. **Respite** - Midland offers a weekend respite program for a nominal fee. Students enjoy a positive social experience with peers and Midland staff while parents have a break from their responsibilities. Students also practice self-care and independent living tasks.
21. **Social and Recreational Programs** - After-school and weekend activities are planned for students and/or families. These include theatre club, Midland movies, dances, sports, spaghetti dinner, trips and picnics.
22. **Educational Programs** - Each year, Midland offers educational programs to our staff, parents, friends, and sending district CSTs. On alternate years, Sibling and Special Person's Days are scheduled to help educate families. An annual parent visitation day is scheduled.
23. **Super Senior Classes** - The Super Senior program targets the needs of Midlands 19 and 20 year old students during their transition to adulthood. Schedules include work skills training, on the job training, job related academics, industrial arts, computer skills, social skills instruction, and adapted physical education.
24. **Transition Class** - The Transition class is composed of students in the current year's graduating class. Each member of the class receives two days a week of instruction from their teacher on functional, job related academics, health, social skills, self advocacy and independent living. The students receive adapted physical education and IEP mandated therapies will be provided. They also receive three days of Job Training either at the work center or off-site.
25. **School-to-Work Transition Programs** - Midland staff works closely with parents and sending district teams to plan and implement a smooth transition from school-to-work for our students. Transition includes classroom instruction, job experiences, and assisting parents with making agency contacts. The goal is to have all students appropriately trained to be employed upon graduation.
 1. **Job Training/Placement and Assessment** - eligibility - Students will start in a job training/placement at the start of the next semester after they turn 18. For the first year of job placement they will work one day/week. For the second and third years they will be scheduled to work two days/week.

During the last year before graduation, when in the transition class, they will work the equivalent of three days/week. Usually between the ages of 18-20 job placements will be part-time with Midland doing the job developing, providing job coaching and transportation. The goal is to expose students to a variety of types of jobs and to develop good job related attitudes and behaviors. Midland will provide job development, and initial job coaching. Transportation will be the parent's responsibility to arrange. We will work closely with DDD and DVR to attempt to ensure a smooth transition to services after graduation.

I. MISSION, PHILOSOPHY, AND PROGRAM

2. **Types of Placements – Contract Workshop** – Students further develop their work attitudes and behaviors while increasing their accuracy and productivity by working on contracted work which usually involves assembly and packaging tasks.
Assessment and Training Programs – Students continue to develop work attitudes and behaviors and also determine likes and dislikes, strengths and weaknesses in settings as well as, a variety of job areas such as grocery store, garden center, corporate cafeteria, hotel, and fitness center.
Competitive Employment – Students are placed in a variety of individualized settings.

26. **Alumni Association** – The Midland Alumni Association plans and implements a variety of social and recreational programs for Midland graduates. Young adults enjoy getting together for swim parties, dances, bingo, movies, etc. A board of parents and staff help to advise the alumni and chaperone events.

D. **Extended School Year**

The Midland Extended School Year Program is for the child who requires consistency in order to maintain and continue social, behavioral and academic growth. The continuation of a successful school program into the summer months provides the structure and routine a child needs to avoid regression. This continuity of instruction reduces or modifies the recoupment time often needed to regain skills. The extended school year allows for continuing progress and learning.

The program is in full compliance with all rules and regulations governing private schools for the handicapped. The program offered is in keeping with the child's IEP. Although the decision to recommend a child for placement at the extended school year must be made by the district Child Study Team, the Midland School staff stands ready to provide the information necessary to help determine the appropriateness of the program for the individual child. In order to attend the Midland Extended School Year Program, written confirmation must be received from the sending school district by early May of the current year. Students must be enrolled for the entire 30-day program.

E. **Alternate or Supplemental Summer Programs**

1. The Midland School staff will complete any necessary informational paperwork for students attending camp programs.
2. Instructional materials/lesson plans will not be provided for students attending camp programs or other ESY placements. The progress report can be included to share educational information.

II. POLICIES AND PROCEDURES

A. Admissions Procedure

The Midland School considers all school aged applicants properly classified and referred by the Child Study Team of their district of residence. Reports should be sent to the Education Office.

The Midland School CST accepts student paperwork with letters of application from all school districts. The student's packet, which includes evaluations and IEPs, is reviewed by the Principal. The purpose of this initial review is to determine if the student is one who may benefit from placement at the Midland School, if and when an opening in the specific age range and appropriate peer group is available.

If the student is seen as appropriate based on this information, a letter is sent to the district Child Study Team asking them to call the family to have them schedule an appointment for an intake/evaluation.

During the appointment the student is seen by a member of the Child Study Team or supervisory staff to informally assess his or her levels of functioning in the areas of communication, academics, behavior and social skills. Simultaneously the family will tour the facility if this has not occurred previously.

At the completion of this informal interview, some verbal feedback may be given to the family in regard to the student's performance and the availability of an actual placement. The Midland School Child Study Team then meets to determine if we can provide an appropriate program for the candidate. A formal letter indicating acceptance, rejection, or placement on our waiting list is sent as promptly as possible to the district.

B. Transitions and Graduation

As a result of decisions made jointly by the sending district team and parents, with input from Midland's staff, a student may experience a transition in their program. Students who complete the equivalent of eighth grade in their district may be eligible to receive a diploma from their district. This diploma may be awarded at the "awards" ceremony. Students leaving Midland for another school program would be recognized at the ceremony for their progress during their placement at Midland.

Students leaving a formal educational program permanently due to age and/or having met their individualized requirements for high school graduation are recognized. A diploma is issued by the sending district and can be presented at the Midland ceremony. Parents may request a cap and gown from their district for the student to wear at this ceremony or they may wear the one provided by Midland.

C. State-wide Testing

All students will participate in the statewide, federally mandated assessments at each identified grade/age level. The appropriate method of assessment will be determined at each student's annual review meeting. The Midland staff will be responsible for the development and submission of the current alternate proficiency assessment (DLM). Any student taking the grade level State test must do so in their district.

D. Change of Placement

In some cases, the child will have made academic and social/emotional gains sufficient for placement in other programs. The staff at Midland will work closely with parents and Child Study Teams to ensure a smooth transition to a new program.

II. POLICIES AND PROCEDURES

Sometimes a student will leave the area or school district necessitating a change in placement. The staff at Midland will assist the new and old districts in sharing information.

In a small number of cases it becomes evident that the programmatic needs of a particular child exceed the limits of what Midland is able to provide. In such cases, the parents and public school Child Study Team are invited to meet with the appropriate staff at Midland for the purpose of projecting an appropriate new placement for the child.

In the event the staff are unable to program for a child as a result of continued and disruptive behavior, termination will commence fifteen days after a written notice is given to the LEA by the Midland School Child Study Team. Whenever it is possible, The Midland School will continue to program for each child until a placement is available in another program.

E. Arrival and Departure of Students

Classes begin at 9:00 a.m. Children may enter the building at 8:45 a.m. Under no circumstances are children left unattended. Each teacher is to be inside the classroom greeting students and helping them organize for the day. Children are dismissed at 3:00 p.m.

Districts may be requested to provide transportation directly to or from work center or worksites for those students involved in work programs.

Early dismissal days are scheduled during the school year for professional development. Dismissal on those days will be at 1:00 pm. Check your school calendar for specific dates.

Bus transportation is the responsibility of the LEA. Midland staff are not expected to enter buses for any reason. The Midland transportation coordinator will work with district personnel, bus drivers or aides to ensure safe transportation, to the full extent possible.

While the student is on-board the bus, they are the responsibility of the bus driver. Hiring, training and supervising the driver is the districts' responsibility. In the case where no one is at home to receive the child, Midland suggests taking the child to the local police station or Board of Education office.

Students are not allowed to ride on buses other than the one they are assigned to.

F. Emergency School Closing, Delayed Opening, Early Dismissal Procedures

The **Honeywell Instant alert for Schools system** will be used for notification in school closings, delays, emergencies and other information.

You may also call (908) 722-8222 after 6:15 a.m. to determine if school has been closed. You may also check the Midland website at www.midlandschool.org.

Since the Midland School serves children in a radius of fifty miles, it is not always possible to determine the severity of weather conditions in all the geographic areas. Therefore, it is a policy of the Midland School, under most conditions, not to close school once in session.

The Midland School has a delayed opening procedure as one of our inclement weather options. A 90-minute delayed opening would be announced via Honeywell Instant Alert. Information is also available by calling our answering service after 6:15 AM at 908/722-8222. In case of a delayed opening, Midland would open 90 minutes later than usual and school would officially start for students at 10:30 AM.

In case of a delayed opening, when weather conditions are worsening, the delay may be changed to a closing and notification will be made by Honeywell Instant Alert.

II. POLICIES AND PROCEDURES

Midland has an early dismissal procedure which will be used when weather conditions warrant. Early dismissal decisions would be made early in the morning, similar to delayed openings and school closings. Information will be disseminated via Instant Alert, and Midland answering service. Personal calls by Midland staff will not be made to notify families or bus companies. Early dismissal days will always be at 1:00 p.m.

Students will only be released prior to the scheduled dismissal time at the direction of the public school sending district. In such cases, an official of the district must notify Midland of their intentions and alert parents/guardians that their child is being released early.

G. Visitors

All visitors to the Midland School must have an appointment. These appointments are made through the Education Office. All visitors sign in, are issued a visitor's badge, and are escorted through the facilities. Unidentified persons are immediately reported to the Education Office.

H. Observations by Public School Child Study Team

Observation of individual classrooms is permitted through one-way vision glass using the easy listening device. This allows for a realistic observation without disruption to the child's class program.

In order to assist individual child study teams, and to minimize as much as possible the disruptive effects, public school personnel who wish an internal observation of a specific classroom must have advanced discussion and approval with the Principal. This visitation is strictly for observational purposes and does not include discussion with student(s) or teacher(s). Meetings may be arranged to discuss a child with a specific teacher on the teacher's prep time by contacting the Principal or Child Study Team secretary.

I. Reporting Student Progress

Student progress is reported simultaneously to the local educational agency and the parents three times per school year in the form of Progress Reports. The elements of this document, including a current educational status, annual goals and objectives, as well as methods and materials, reflect the contents of the district IEP, but is not a substitute for it. The Progress Reports will be issued in December, March and June, via e-mail.

In addition for those students attending the Extended School Year program, a fourth report of progress is mailed.

J. IEP/Annual Review Meetings

The purpose of the IEP/Annual Review meeting is to allow the time for the sending district, the parents, and our staff to collectively exchange information and ideas as they pertain to the child's growth and development over the school year. In addition, this is a time for planning and decision making as it relates to future programming. It is for these reasons that we encourage every sending district to schedule an appointment with the parents, to be held at our facility, where the teachers and other supportive personnel are available for conferences. It is the responsibility of the sending district to call our office at least two weeks in advance of the meeting to make these appointments, as well as to confirm the attendance of the parents.

II. POLICIES AND PROCEDURES

Our personnel will come to each meeting prepared to share all relevant information on academic, social, emotional and behavioral progress. At the meeting the district will receive a current written copy of the student's present level of performance and goals and objectives for the next year. It is the sending district's responsibility to develop and disseminate the IEP. Midland will notify the team if an IEP is not received or any component of the IEP is missing. Upon 2nd request, the County CST Director will be informed.

K. Parent – Teacher Conference Contacts

Teachers and therapists will maintain on-going communications with parents of the students they work with. This can be via communication notebook, e-mail, phone, or face-to-face meetings. Meetings can be scheduled at the mutual convenience of the teacher and parents during prep times or before or after school. Parent conferences can be scheduled as needed. Teachers/related service providers will fill out a parent/guardian conference form following this contact.

L. Website

The bi-monthly instructional highlight page, and teacher webpages, offer current information about activities and the program, The school newsletter *The Midland Monthly* is also emailed to all districts to share student and program information.

M. Homework Policy

All work should be required of the child during the school day. Homework is not a part of the regular Midland School program. Five and one-half hours a day of instruction usually suffices for our pupils and excess may further condition a child against schoolwork.

Requests for exceptions must be discussed with and approved by the Principal.

N. Reporting Student Absenteeism

A Midland staff member will report absenteeism of five consecutive days and the reason to the LEA's CST.

Students are expected to adhere to the LEA District's attendance policies relating to graduation.

In addition, a Reporting Student Absenteeism Form shall be filled out and duplicated with the original mailed to the CST with copies for parents and the student's file. This will also be expedited on the fifth day of the student's absence. After hospitalization, parents must have hospitalization/surgical post op orders filled out by the doctor.

II. POLICIES AND PROCEDURES

REPORTING STUDENT ABSENTEEISM

Student: _____

Dates of Consecutive Days Absent: _____

Member of CST Contacted: _____

Date CST was Contacted: _____

Reason for Absenteeism: _____

Signature: _____

Title: _____

Extended School Year Policy

If a child is absent for 7 or more consecutive days during the ESY program, a letter will be mailed to inform the sending school district with a copy to the parents.

O. Early Detection of Missing Children

Under our Early Detection of Missing Children Program, parents are requested to provide a reliable primary phone number and a second emergency number at which they can be reached in the morning. On a day the child is not attending school, the parent must call Midland and report this absence between 8:15-9:00 a.m. In the event a call is not received and a child does not arrive at school, the school will call the parent at the numbers they provided. If we are unsuccessful in reaching the parent using these numbers we may call the police. Employers are asked to notify the school if a student employee does not show up for work or call in their absence.

III. HEALTH AND SAFETY

A. Injury and Emergency Hospital Procedure

1. In the event of an accident, immediate first aid will be given to the injured student.
2. In case of an accident requiring outside treatment, the parent or guardian will be contacted to determine the specific procedure and course of action to be taken.
3. In extreme emergency, the student will be transported by the Rescue Squad to either Robert Wood Johnson Barnabas at Somerset or Hunterdon Medical Center, accompanied by the School Nurse or a designated staff member. Parents will be notified to meet the student at the Medical Center.

B. Emergency Plans

1. Emergency evacuation procedures (e.g. fire and security drills) are practiced two times each month within school hours including any summer months during which the school is open for instructional programs, pursuant to 18A:41-1. A written record is maintained as to the date, time and efficiency of each drill.
2. Midland coordinates emergency plans with the Branchburg Emergency Management Team.

C. Medication and Illness of Students

1. Parents are informed to personally deliver all medications directly to the Education Office or School Nurse. Students are not permitted to carry medication. In the event parents send medication with their child's bus driver, the driver is asked to hand deliver it to the proper Midland staff member who will forward it to the Health Office.
2. All accidents, illness or suspicion of illness, rash, skin lesions or an abnormal change in behavior are reported to the Nurse. If necessary, the family is alerted and the child sent home. Students who have contagious illnesses must be symptom-free for 24 hours before returning to school.
3. Medication in school is only administered by the School Nurse, and only with written doctor's orders.

In the event medication cannot be administered to a student, both parent and prescribing physician will be so informed.

4. Appropriate arrangements are made for medications to be given on field trips and work settings.

D. Students having a Seizure During After School Activity

If a student displays any unusual behaviors that indicate the need for emergency attention or has a seizure lasting more than 3 minutes at an afterschool activity where a nurse is not present, the staff member in charge will call 911 and activate the Emergency Response System. Parents will be notified to meet the student at the medical center.

E. Do Not Resuscitate Orders

Midland does not honor do not resuscitate (DNR) orders. All possible first aid will be given to students or staff who are in need of care.

III. HEALTH AND SAFETY

F. Concussions

Legislation (P.L. 2010, Chapter 94) signed on December 7, 2010, mandated measures be taken in order to ensure the safety of K-12 students involved in interscholastic sports in New Jersey. Although The Midland School does not participate in interscholastic sports, it is important to know the signs and symptoms of a concussion. A CDC fact sheet will be sent home for parents/guardians to review. Parent signature is not required. If a student sustains a concussion during any athletic or school activity the parent/guardian will be notified immediately. Unless the student is being transported to a hospital, a parent or guardian must pick up the student. The student must be taken for medical evaluation either to the medical doctor or the emergency department. A form from the Concussion Management Plan must be filled out and is located on The Midland School website.

G. AED and Emergency Action Plan

A new law called “Janet’s Law” affects all schools. This new law, which is P.L. 2012, Chapter 51 requires all public and private schools to have an Automated Electronic Defibrillator (AED). Midland has three AED’s available for use throughout the school.

The law also requires each school to have an Emergency Action Plan for responding to a sudden cardiac event including, but limited to, an event in which the use of an automated external defibrillator may be necessary. The Action Plan is located in the nursing office.

H. Hospitalization and Emergency Room Visit Policy

The purpose of this policy is to ensure a safe transition back to school from a hospitalization, emergency department visit or an absence of more than seventy-two hours. It also provides identification of students who may require extra needs in the event that the student has a medical/health crisis while at school. Parents or guardians must provide a doctor’s note for the hospitalization or three day absences that include the diagnosis and any restrictions or treatments that the child may need.

In the case of an Emergency Department (ED) visit, the nurses must receive either a doctor’s note or a copy of the discharge summary from the visit the day the student returns. Parents/guardians must also notify the nurses in writing or by phone that the student required an ED visit. Again this will assist in determining what medical needs must be addressed for the student.

I. Preventive Medical Practice

1. Mantoux tests are required of all new employees.
2. Vision, hearing, and Scoliosis screening of students are performed on a scheduled basis.
3. State immunization standards are maintained in accordance with Chapter 14 – State Sanitary Code.
4. Pupil’s health records are monitored to insure that tuberculin screening has been performed by the sending district as required by state law. As needed, and in consultation with sending districts, Mantoux testing will be provided for those students who require such screening as indicated by the guidelines established by the New Jersey Department of Health.

J. Personal Hygiene Policy and Practice

All Midland students receive health instruction, including personal hygiene and family life curriculum on a weekly basis.

III. HEALTH AND SAFETY

Students are expected to demonstrate good personal hygiene when coming to school. If problems are evident, parents will be contacted by a School Nurse or Social Worker to share information and give guidance. When necessary, on an individual basis, a School Nurse may instruct students in proper personal grooming. Permission is necessary for hair cutting or shampooing. Ongoing personal hygiene problems may necessitate a student staffing.

Clothing necessary for emergency changes may be kept in the health office or classrooms.

K. Nutrition Policy

In compliance with state and federal mandates, The Midland School maintains a healthy nutrition policy. Please contact the school for a copy of the plan.

L. Procedures for Reporting Child Abuse/Neglect

The Midland School staff is required by law to report any suspicion of child abuse to DCF or Adult Protective Services.

M. Incident Reporting Procedures

Incidents of a serious nature such as physical abuse, sexual abuse, suicide or attempted suicide, death, serious injury, leaving the premises, shall be reported to the sending district case manager/child study team.

N. Drugs and Alcohol Abuse

Possession, sale, or dispensing of drugs or alcohol is prohibited and the student or students involved are subject to penalties for violation of the State or Federal laws on this matter. A copy of this policy is available upon request.

As in accordance with the N.J. Compassionate Use of Medicinal Marijuana Act (CUMMA), P.L.2015.c.158 (A-4587/5-3049) only parents, guardians, and primary caregivers who have been authorized, may administer medical marijuana to a student in a non-smokable, non-inhalable form in the nurses office during the school day, or while attending school sponsored events.

Medical Marijuana, according to N.J. Stat. Ann. 24-61-1-10; children are allowed access to only marijuana infused products such as food or liquid drops and must also have a parent or guardians permission and approval of two physicians.

O. Weapons Policy

No weapons or items which could be used as weapons are to be brought to school. The Midland School respects the right of each student and staff member to work in a safe environment. A copy of the complete policy is available upon request.

P. Assault Policy

At the discretion of supervisory staff, the following consequences may be applied:

1. Assault on children may lead to in-school and/or out-of school suspension.
2. Assault on adults may lead to in-school suspension, out-of-school suspension or termination.

Q. Threats

The Midland School does not condone or permit any threats against students or staff. Students will be counseled and police and parents may be notified in case a threat is made.

III. HEALTH AND SAFETY

R. Student Harassment, Intimidation or Bullying Policy

Definition of harassment in N.J.S.A. 19A:37-14 and NJAC6A:16-1.3

“Harassment, intimidation or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or a mental, physical or sensory (handicap) disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function (or), on a school bus and that

- a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students (in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school).

All forms of harassment, intimidation or bullying on Midland property or school buses or at school sponsored functions or by electronic communication will not be tolerated. Students who inappropriately touch or verbally harass, intimidate, or bully peers, or staff, will be counseled and appropriate consequences determined. Parents/guardians will be informed.

In cases of repeated offences the administration may consider other consequences, including in-or-out-of-school suspension or expulsion after a full investigation and determination is completed.

Students who are “bullied” will receive counseling as needed and other supports to help them. Instruction to all students will address personal space and privacy issues and proper reporting procedures for those who are harassed. Students and staff will be instructed to report incidents of harassment, intimidation or bullying to their teacher, therapist, supervisory staff, or Principal.

Students have the option of reporting anonymously and school staff will make every effort to insure there is no retaliation against a student. All reports of bullying will be investigated thoroughly and promptly by the Principal or Principal’s designee.

S. Police Intervention

Illegal activities and criminal behavior will result in the involvement of local law enforcement agencies.

T. Smoking

Smoking is prohibited for all students, at all times, while in route to and from school, and on the school grounds. In the event of non-compliance, parents will be notified and the solution agreed to jointly.

No one is permitted to smoke anywhere on Midland property.

U. Strip Search Policy

Strip searching, that is the removal of clothing for body examination, is illegal without known probable cause and a warrant (from a judge) for search. The following procedures will be followed:

III. HEALTH AND SAFETY

1. The student is asked to remove the known contraband (i.e. cigarettes, drugs, knife, etc.) from his/her body or personal property voluntarily (at least 2 adults will be present).
2. The student is then cautioned that if he/she does not do so, the local authorities will be called, an affidavit to show probable cause will be given and taken to a judge to get a warrant for search.
3. Until and while the process is in progress the child will remain in the Supervisor's office.
4. The student's parents are called and are told the action which will be followed.

V. AIDS (Acquired Immune Deficiency Syndrome), HIV (Human Immunodeficiency Virus) and Hepatitis B Policy

1. Each known student or student applicant with HIV, Hepatitis B or AIDS shall be considered individually by a team drawn from the medical profession, the Midland School staff, the sending district CST and representatives of the patient (e.g. individual, parents, guardians).
2. An infected individual who has open sores that cannot be covered or who cannot control bodily secretions shall be excluded from the Midland School with the recommendation that the sending district provide an adequate and appropriate alternative education.
3. The Midland School follows the policies and "universal precautions" suggested by the Center for Disease Control regarding the handling of bodily fluids.

W. Communicable Disease Reporting

The New Jersey Administrative code, Title 6A, Chapter 16-2 which mandates that each school district shall immediately report any communicable diseases that are identified as reportable pursuant to N.J.A.C. 8:57-1 was updated January 2014. The report is made by telephone to the health officer of the jurisdiction in which the Midland School is located.

The goal for reporting is to control further spread of disease allowing the school to be guided by the Branchburg Department of Health. The reporting continues with updates to the Health Department on a daily basis. The entire document is available in the nursing office. There are general guidelines for the control of outbreaks, signs and symptoms exclusion list in the school setting in this document.

X. Suicide Prevention Policy

Depression and self-destruction are problems of increasing severity among children and adolescents. Any talk of suicide by any student shall be reported to a member of the Child Study Team and Administration immediately. An incident report will be written by the appropriate staff member. The CST member will notify parents by phone and both the parents and sending district CST will be notified in writing.

Y. Educational Field Trips

One of the most important educational experiences is the field trip. A field trip is a planned visit that correlates with specific classroom activities. Experience shows that a well-planned trip is a rewarding experience. Each field trip will be co-planned by the teacher and his/her supervisor. The objectives and goals of the field trip will correspond to those contained in the student's IEP. The emergency health history form must be complete and will be taken on each trip. If a child has a car seat requirement in their IEP, one will be provided by midland when transporting our students in one of Midland's vehicles for a field trip.

IV. BEHAVIOR MANAGEMENT

Code of Student Conduct:

Students are expected to exhibit appropriate behavior at all times. Students should be considerate of others, work hard, treat the building and equipment with respect, and walk quietly in the halls. Individual classes with students aged 5-14 follow specific behavior systems including earning tokens which are exchanged for money for the school store or money for shopping in the community. Individual classes with students 15-21 may also follow specific behavior plans.

Disruptive or aggressive students will be removed from class by support staff to sit in one of the time out booths in the Student Support Center until they are calm and in control of their actions. The closed time-out area will be used for students who are unable to calm down and present a threat to others or refuse to stay in the open time-out area.

Behavior Management Procedures

Behavior management systems provide the structure and motivation students need to succeed in school and in life. At Midland, educators use a variety of proactive techniques to promote a positive learning environment and help students learn to manage their own behaviors.

One of the most critical components of an effective behavior management system is a clear set of rules and expectations. At Midland, the rules are developed with student input on the first day of school and posted in each classroom. Rules are always stated positively (what students should do, not what they can't do) to emphasize a spirit of caring for others. These established routines carry over from classrooms to special subject areas and therapies to provide consistency and prevent behavior problems.

Teachers also must establish trusting relationships with students through listening and being consistent with their actions. When students know there are predictable consequences for actions, it helps build a level of trust that's necessary for teachers to really get to know the individuals they're working with. And when teachers understand the strengths, needs, learning style, and interests of each student, they can better individualize the program.

While plans are individualized based on student and class needs, students in the youngest classes are reinforced with immediate rewards (trinkets, high-fives) for following directions and participating. The need for immediate reinforcement is faded, when appropriate, for students aged 12-14. Students may be rewarded for positive behaviors at the end of each period. When students enter the 500 wing (age 15) they are encouraged to display work-appropriate behaviors and work together to earn class prizes. Finally at age 18, these class-wide programs are faded out completely as students prepare for graduation and post-graduate employment. At this point, students must monitor and manage their own behavior—the ultimate goal of Midland's behavior management system.

The Midland School staff uses a variety of proactive techniques to provide a positive environment for learning and to ultimately help students learn to manage their own behaviors. Planning ahead often prevents problems from occurring in the first place. Having clear expectations and allowing students to understand these expectations is a vital piece of Midland's behavior management system. Often times, allowing students some control over their situation and over their environment is enough to diffuse a potential problem. Other strategies include class behavior systems tied into the school store or shopping in the community, a school wide social skills program, and positive reinforcement. When proactive procedures are not enough, individualized behavior plans are developed with a team approach. This team includes the Principal, Supervisor, Behaviorist, and all staff who work with the student.

IV. BEHAVIOR MANAGEMENT

A Student Support Center is available to assist students, when necessary, in regaining control and returning to class as soon as possible. Using the intercom system, staff request student support for a student. Student Support Staff will attempt to intervene in an effort to maintain placement in the classroom. If this is not effective, Student Support Center staff shall remove the child from the classroom. Children should not be brought to the Student Support Center by a staff member other than those mentioned above. Any removal of children for behaviors other than disruptive or dangerous behavior must be previously approved (i.e., check out system).

Generally, when removed from class, a student will be brought to the Student Support Center where he/she will sit in an open time-out area until calm and in control. Interactions with others will be kept to a minimum during this time. Once Student Support Center staff feel that the student has regained control, he/she is returned to class. When returned he/she shall be promptly reintegrated into the classroom activities. The incident should not be discussed at this point.

If the student remains agitated in the Student Support Center to the extent that he/she cannot be safely maintained in the open time out area, or displays aggressive behavior towards students or staff in the Student Support Center or on the way there, the student may be placed in the closed time out area. The student is continually supervised in this area until calm and in control. The decision to place the student in the closed time out area is to be made by support center staff or administration only. Once calm, the door would be opened. If the student remains calm for 3 - 5 minutes, he/she would move to an open time out area. When able to maintain control there, the student would be returned to class. A log shall be maintained indicating cause of removal, intervention employed and the time elapsed from removal to return. Physical restraint may be implemented only to protect a child from inflicting injury upon him or herself, staff, or other individuals.

In-school suspension may be imposed following an aggressive incident by a student. If deemed appropriate by the Principal, a student may remain in the time-out room for part or all of a day. Generally, this will be quiet, reflective time without counseling. Work that addresses core curriculum standards will be available.

Occasionally, out of school suspension may be necessary as part of a plan to deal with a student's behavior. A behavior plan including the option of out of school suspension for certain specified behaviors may be developed in cooperation with school staff and the parents. Following this individualized plan, out of school suspension would take place whenever the precipitating behavior occurred.

Out of school suspension may also be used to protect the child or others pending evaluation or treatment from professionals outside of the school setting. Whenever an out of school suspension is used both parents and the child study team are notified in writing and/or by telephone. Attempts are also made to notify transportation providers. In compliance with school law, no discipline may be imposed if the behavior is "primarily" due to the student's "handicapping condition".

Counseling is utilized at Midland to encourage and facilitate the development of appropriate and effective behaviors. Counseling is done both formally, on a scheduled basis, and informally as the need arises. Counseling may be requested by staff as an outgrowth of a behavior problem or use of time out, but does not automatically occur as a result of these actions. Counseling should be used, as much as possible, in a proactive manner to try and prevent problems and build positive coping and behavioral skills.

The classroom is the child's primary learning environment and therefore every effort is made to have the child in class as much as possible. Children will not be denied any part of their program as a behavioral consequence.

IV. BEHAVIOR MANAGEMENT

Teachers and ancillary staff work in close cooperation with the supervisors and principal to constantly increase their understanding of the children and to develop strategies to better handle them. A staffing may be requested by any staff member, in order to discuss and document problems a particular student may be having. Specific behavior programs may result from a staffing or may be developed by individual staff members independently or in conjunction with an administrator. Supervisors and the principal should be made aware of any unique behavior programs.

The Midland School staff does not use any aversive measures or any corporal punishment.

The Midland School staff under the direction of the Transportation Coordinator works closely with van drivers and aides, transportation companies, sending districts, and parents to help ensure a positive and safe ride to and from school. Assigned seating or bus rules may be developed. Van drivers are requested to complete a written incident report when problems occur. The transportation coordinator will then take appropriate action and will file a copy of the incident report in the child's cumulative file. Specific behavior programs (i.e., green strips earned in exchange for items from the school store) may be instituted for specific students when necessary.

V. PARENT SERVICES

A. Parents' Association

The Parents' Association is organized to coordinate the social/recreational and fundraising efforts for the benefit of the children and parents of The Midland School. The association will provide opportunity for parents to support each other, school personnel, and students.

B. Counseling and Guidance Services

Recognizing the special educational and emotional needs of parents of exceptional children, the Midland School conducts on-going programs in dissemination of information and psychological counseling.

1. Educational – learning institutes are available to parents on a variety of topics.
2. Counseling – the school psychologist and social worker are available to assist all parents or other family members.
3. Parent support groups are available as scheduled.

C. The Midland Weekend Respite

From time to time everyone is in need of a respite - a brief interval of relief from a stressful, trying situation or environment. This is true particularly for parents of disabled individuals. Being the parents or a sibling of a person with special needs becomes, at times, a substantial drain on physical and emotional well-being.

A weekend respite experience is not only an opportunity for parents to recoup their spirit and strength but also is advantageous in providing the child with social experiences with an appropriate peer group.

To implement the weekend respite program, regular Midland School staff are employed.

Organized with a staff/child ratio of 2 to 5, the program functions in modified facilities at the School. The familiar surroundings and well-equipped school are highly conducive to each child's adjustment and comfort.

D. Recreation/Social Programs

Social and recreational activities are in addition to those which have been a part of the Midland School calendar. While some of the activities are only for Midland students to attend, others are planned so that family members and members of the community at large may also participate. Activities include movies, cooking, dancing, picnics, and teen dances. Midland also has an alumni association and adult getaway programs.

E. Midland Publications

Monographs of current and pertinent principles and practices in special education, psychology, childcare, and related areas are available to parents and visitors. These publications are offered at no charge and are displayed in the entrance foyer of the school. They are also listed on the website and are available by request.