North Shelby School Staff Handbook

Never Give Up On Student Success

2024-2025

Administration reserves the right to amend the staff handbook during the year.

North Shelby Address

Mailing Address: 1701 Charles Rd., Shelby, N.C. 28152
Telephone (704) 476-8320 Fax number (704) 487-2867.

Websites
North Shelby: https://northshelby.clevelandcountyschools.org
CCS: www.clevelandcountyschools.org

Philosophy and Belief Statements

Vision Statement

We Never Give Up On Student Success

Mission Statement

The mission of North Shelby School is to provide specialized and individualized educational and support services uniquely designed to empower students with the skills needed to function as self-reliant and productive citizens in the 21st century.

Core Values and Principles

- We will ensure that student learning and development is our first and foremost focus and that all decisions are made in the best interest of students.
- We will provide our students with a safe, orderly and caring environment, high expectations, individualized supports, state approved and research-based curricula and encouragement to succeed to help them become independent and productive members of society,
- We will treat each student with respect and dignity to support their unique rate and style of learning, growth and development.
- We will work as partners with parents and the community to provide a wide range of services designed to meet the educational, therapeutic, emotional, physical, and health needs of all students
- We will provide opportunities for shared responsibility and participation by all stakeholders in the North Shelby community of learning.
- We will provide career development to our students with a focus on obtaining future employment.
- We will provide motivational strategies to encourage good school attendance, character education traits, positive peer interactions, and acceptable social behavior.
- We will use data-driven research-based practices from the field of Special Education and General Education in a continuous improvement process with a focus on being a leader in the field.
- We will provide empowerment opportunities for students to develop the self-determination needed to be actively engaged in learning, decision-making and future planning.
- We will assess student learning and progress regularly to guide educational practices.

School Colors and Mascot

The North Shelby School colors are red, white, and black. The North Shelby School mascot is the mustang. North Shelby offers T-shirts and sweatshirts in the school color with the school mascot to staff, students and families.

North Shelby School Song

Love and faith and charity
We learn at North Shelby
To all these signs of greatness
We pledge our loyalty.

We will never give up on student success
We won't give up on our dreams
We will never give up, we'll do our best
To be all we can be.

North Shelby is the place to be
We can learn and love and live
North Shelby we're proud to be
A place where we all can give.

We learn to treat ourselves and friends
With love, respect, and pride
Wherever we go we always show
The joy we feel inside.

We will never give up on student success
We won't give up on our dreams
We will never give up, we'll do our best
To be all we can be.

North Shelby is the place to be
We can learn and love and live
North Shelby we're proud to be
A place where we all can give.

We will never give up on student success
We won't give up on our dreams
We will never give up, we'll do our best
To be all we can be.

School Improvement Teams and Plans

A School Improvement Team consists of the principal, the assistant principal and elected representatives from teachers, teacher assistants, related services, support services and parents representative of enrolled students.

Efforts are made to encourage parental participation and representation that reflects the racial and socioeconomic composition of the students enrolled in the school. Members elected to the School Improvement Team represent a variety of grade levels and/or subject areas.

The members of the School Improvement Team are elected by their colleagues to a two year term. Teachers elect teacher representatives, teacher assistants elect teacher assistant representatives, related service elect related service staff and support staff elect support staff team member. The assistant principal and principal are assigned to the School Improvement Team as standing members.

Each year, all staff members are involved in the development, revision, and adoption of a school improvement plan. This plan is developed for a timeframe determined by the state and reviewed annually. The plan correlates with School Improvement criteria, NC State Board of Education priorities and goals set by the Cleveland County Board of Education. The School Improvement Team takes responsibility for assessing the current program and needs at the school, designing strategies for improving student performance, planning necessary staff development, using available resources to implement changes, planning for safe schools and healthy students, communicating decisions to the community, and continually evaluating the results of its decisions and the effectiveness of the school improvement plan. School improvement plans are submitted to the Cleveland County Board of Education for acceptance or rejection as provided by state statute.

In general, the development of the school improvement plan consists of reviewing accomplishments from the previous year, evaluation of ongoing programs/projects, and the development of priority areas for development and/or improvement. At the end of each year, data is collected to determine if the goals of the school improvement plan have been accomplished. The principal and assistant principal along with members of the School Improvement Team write an annual progress report. In addition to SACS criteria, the school improvement plan reflects the correlates of effective schools:

23771152. Strong instructional leadership by the principal
23771153. Clear instructional focus
23771154. Positive school climate conducive to teaching and learning
23771155. Teacher behaviors which convey high expectations
23771156. Program improvement based on measurement of student achievement

All of the goals for the school improvement plan are stated in measurable terms. The school improvement plan includes strategies, resources, responsible persons, and the manner in which progress on the goals will be measured and documented. Staff development activities conducted each year reflect the priority areas on the school improvement plan.

Staff Development Guidelines

Staff wishing to participate in specific staff development activities should notify and have approval by the principal Priority will be given to requests directly related to the school's school improvement plan. Staff Development money is designated for all staff members to attend appropriate staff development. Based on funds, a staff member may be asked to pay for room, travel, or meals. North Shelby will cover registration and workshop fees when funds are available.

On-Line Staff Development Registration System

All staff wishing to receive credit for staff development activities should use the online staff development registration system. The online staff development system can be used to:

1. Register for workshops and training sessions sponsored by the school or school system.
2. Request credit for out-of-system staff development activities.
3. Generate a record of all staff development activities and recertification credits.

The process for accessing the site is as follows:

1. Access the program by going to www.clevelandcountyschools.org. Click the Employees link. Click on Online Staff Development. The system is intranet and can only be accessed from a school system computer.
2. The FIRST time you enter the system you will be required to enter your email address. You will not have to do this on future visits to the site.
3. User Name: The first 4 letters of your last name and last 4 of your social security number.
4. Enter your password: Your social security number with no dashes or spaces.

The process for registering for a school sponsored or system sponsored workshop:

1. Click on the Calendar and select the Workshop you wish to attend.
2. Click the Register button at the top of the workshop. This will open a registration window for you to fill out your SSN, edit your Profile Doc if needed and simply click on the Submit Registration button.
3. The workshop information is pulled in automatically for you.
4. You may also enroll by clicking on the Workshop menu option and selecting By Title, By Date or By Location. Open up the workshop you wish to attend by clicking on it and select the Register button at the top of the form. Enter your SSN, edit your Profile Doc as needed and click on the Submit Registration button. The workshop information is pulled in automatically for you.

The process for requesting credit for a workshop outside of the school system:

1. Click on registration.
2. Click on prior approval – outside registration.
3. Enter your social security number (no dashes or spaces). After entering your social security number, your personal information will be automatically retrieved.
4. Complete the remainder of the information requested on the form.

5. Click on the Submit button.
6. Print the document and keep it as a record to send at a later date to the Central Services representative with a copy of the workshop attendance certificate. The registration document will need to have the signature of the principal prior to submitting for credit.

The process for completing a workshop evaluation (**which must be done for all school sponsored or system sponsored workshops before credit is awarded):**

1. The workshop evaluation should be completed within 5 working days of attending the workshop. The workshop facilitator must indicate your attendance at the workshop before you will be cleared to complete the evaluation form. Until the workshop facilitator has indicated your attendance at the workshop you cannot do the evaluation.
2. Click on Evaluation.
3. Enter your social security number (no dashes or spaces). After entering your social security number, your personal information will be automatically retrieved.
4. Click on the Go button.
5. Click on the drop-down menu list of workshops.
6. Select a workshop from the list.
7. Evaluate the workshop. Each item on the evaluation must be completed.
8. Enter additional information if desired.
9. Scroll to the bottom and click on the Submit button.
10. You will receive an email confirmation that the evaluation has been submitted.

Any staff member attending a staff development activity must complete a *Request for Absence for Professional Leave Form and have absence approved by administration prior to attending.* (See Forms for Request for Absence for Professional Leave Form - this form can also be downloaded from www.clevelandcountyschools.org and also obtained from the office).

Safety

Crisis Plan

A crisis plan is maintained and updated annually with input from local emergency personnel (e.g. police, fire, and paramedics). The purpose of the crisis plan is to ensure that all staff and students are prepared to handle any emergency situation that may occur on the school campus. All staff and students will participate in regularly scheduled drills in order to ensure adequate training and preparation. The crisis plan will address the following emergency situations and use the designated codes for communicating emergency situations to school staff:

Bus AccidentCode: Yellow
Bomb ThreatCode:Orange
Severe Illness/AccidentCode:MD
Intruder Code: Red
FireCode:Purple
TornadoCode: Green

Death of student/staff Code:White
(Off-Campus)
Biological or Chemical AttackCode:Brown
Disruptive Student Code: Team

Supervision of Students

In order to ensure the proper supervision of students at all times, please keep the following points in mind:

1. Students are never to be left unattended. If all staff must leave the classroom for some reason, staff from another classroom should be asked to cover the classroom.
2. While on the playground and other outside play areas, students should always be within visual range of staff.
3. At the secondary level, students are to be supervised during class changes. Secondary teachers should check roll at the beginning of each class and account for any missing students immediately.
4. During afternoon bus loading, bus drivers will report to their buses at 2:20 in order to ensure that students are properly supervised during the loading of students using wheelchairs, harnesses, walkers, etc.
5. Monitors should remain in the class to assist teachers with the dismissal of students and report to their bus after helping load students.
6. Staff should notify the office if a student is coming to the office independently.
7. Bathrooms are to be closely monitored at all times by staff. Staff should be aware of individual student needs pertaining to the bathroom. Certain students may not need to be in the bathroom together. Teachers are responsible for being aware of these individual needs.

OSHA Safety Policy

North Shelby takes every precaution to provide a safe environment in which staff may perform their duties. The ultimate responsibility for safety lies with each staff member. Keep in mind that the safe way is the most efficient way. If a condition exists in an area that might cause harm to an employee, a co-worker or a student, it should be reported immediately to a supervisor or school administrator. Working safely means following some very simple, yet very important rules. The cooperation of every employee is necessary to make North Shelby School a safe place in which to work and learn. All employees are required to sign an *OSHA Safety Policy* indicating their understanding of basic safety rules (See Forms for the OSHA Safety Policy). New employees should complete a *Safety Orientation for New Employees* with their supervisor.

General Safety Rules:

1. All work related injuries or illnesses, no matter how slight must be reported to your supervisor immediately for proper treatment and reporting. Failure to report an accident or injury may jeopardize a compensation claim under the Worker's Compensation Act. All work related injuries must be reported in writing on the *Employee Accident Report* which should be given to the principal.
2. Every employee must properly report to his/her supervisor any unsafe condition, unsafe act or unsafe work practice that would affect the safety of any employee. All

"near miss" accidents or injuries should be reported immediately to a supervisor.

3. No employee is expected to undertake a job until he or she has received job instructions on how to do it properly and has been authorized to perform the job. No employee should undertake a job that appears to be unsafe.
4. Follow safe lifting procedures. Secure help when needed.
5. Obey all safety signs.
6. Familiarize yourself with the location and use of all fire extinguishers and emergency exits.
7. Familiarize yourself with the Crisis Plan and participate in drills.
8. Read and study the staff handbook and familiarize yourself with all sections.
9. Possession or use of alcohol or illegal drugs on the school campus is strictly prohibited. No alcohol or illegal drugs will be bought, sold or stored on campus at any time.
10. Avoid horseplay of all kinds.
11. Drive with caution when on the school campus.
12. Employees are to dress in a manner consistent with the system-wide dress code and in a manner that is considered safe and suitable for the job. Flip flops may not always be the safest shoes to wear. Consider your surroundings and what the job requires.
13. All containers of corrosive, toxic, or flammable materials must be safely stored and labeled according to their contents.
14. All work areas must be kept clean and free of hazards.

Staff Accidents

Any staff member who receives an injury on the job must complete an *Employee Accident Report* within 24 hours of the accident. Staff are covered under Workman's Compensation in the case of a work-related injury or accident. Staff members who need to see a physician due to a work-related injury must first receive approval and instructions from the office.

On-Campus Visitors

Participation by parents and community members in the school program is encouraged. Visitors are welcome to the school if their presence is in the best interest of the school. In the interest of maintaining order, preventing disruption of instructional time and ensuring maximum safety and security of staff and students the following guidelines will apply to school visitors:

1. All visitors and parents must report to the office, gain approval, sign-in at the front office and obtain a visitor badge before visiting any part of the school campus. The visitor should only have access to those areas for which he or she has received approval to visit. If a visitor appears at a teacher's door, it is the teacher's responsibility to check for the visitor badge. If the visitor does not have a badge, you should direct them to the office to follow the proper procedure.
2. The principal has the authority to grant or deny access to the campus and to restrict visiting privileges or prohibit access to school property. If a visitor or volunteer plans on being on the campus on a regular basis, a volunteer background check/application must be completed. This background check is approved or denied by the District Office. If a person is denied, the principal does not know the reason for the denial.
3. Visitors will be supervised and monitored by school staff.
4. All visitors and parents must obey the rules and regulations of the school and

system.Visitors and volunteers are not trained to feed or lift students. They should not be allowed or asked to do those activities.

5. Any visitor or parent who disrupts operations or a school event, activity or function, is disorderly, damages school property, or threatens others will be asked to leave school property immediately.

Public Relations

Everything the staff of North Shelby School does, whether at school or in the community is a reflection on the reputation of the school. The staff of North Shelby School serves as an example of the quality of the school's program. When discussing the school, staff members should always be positive. Criticisms should be made to those within the school or the school system who can do something about the concerns. Criticisms made to individuals in the community about the school make everyone look bad and make our job more difficult.

Remember that many people in the community know little about the field of developmental disabilities and each staff member can serve as a valuable and positive resource for information. It is every staff member's responsibility to help educate the community in a positive manner about the students and their needs. Potential public relations problems should be reported immediately to the principal or assistant principal.

Volunteers

North Shelby School utilizes volunteers in a variety of ways to enhance the educational program and other services provided to the students. Special Olympics Cleveland County and the Hearts and Hooves Therapeutic Riding Program are heavily dependent on volunteers. In addition, many civic organizations within the community do volunteer projects for the school. Individual volunteers may be used for activities such as providing tutoring and to serve as lunch buddies for students. Potential volunteers should complete a *Volunteer Application* and submit the completed form to the School counselor. School board policy requires a criminal background check on all volunteers and some college/university students who are involved with North Shelby. Please remember that visitors and volunteers are not trained to feed or lift students. They should not be allowed or asked to do those activities. If a visitor plans on being on the campus on a regular basis, a volunteer background check/application must be completed. This background check is approved or denied by the District Office. If a person is denied, the principal does not know the reason for the denial.

Thank You Letters

Our school is dependent on the generosity of members of the community for the provision of extra resources including materials, supplies, equipment, volunteers, and inclusion opportunities for the students. It is very important that all donations are acknowledged. Please make sure that people are thanked for what they do for the school in the form of a thank-you letter or thank-you note. If appropriate, students can be involved in making a thank-you card. Make sure that thank-you letters and notes are completed in a timely fashion.

School Wide Events

During the year, there are several school-wide events designed to provide opportunities for parents and community members to visit our school. Some of these events occur in the evening

or on the weekend. In addition, fund-raising events are planned each year to obtain funds for special projects and the North Shelby School Emergency Fund. All staff are expected to attend the events in order to show support for the students and the school program.

United Way Campaign

Each year, North Shelby School participates in the Cleveland County United Way campaign. United Way advises the school on establishing a goal for the campaign. Staff members are encouraged to give, even if just a small one-time amount. Those who give targeted designated amounts are eligible for incentives. Any staff member wishing to designate their contribution directly to North Shelby School, Special Olympics or Hearts and Hooves may do so on their pledge card.

Parent Involvement

Parent Communication

All staff should make a concerted effort to ensure that parents are well-informed regarding the educational progress of their child. Teachers should communicate with parents frequently by note, email or by phone to inform them of issues related to their child. If anything unusual happens with a child at school (e.g. behavior, accident, illness, attitudinal change, etc.) the teacher should notify the parent the same day in order to prevent misunderstandings and parent concerns. At the beginning of each year parents will receive a phone call from the homeroom teacher prior to the first instructional day. Documentation will be given to administration by the first day of school. Parents will also receive a *Class Assignment Form* in the student package providing names and contact information.

A computerized telephone calling system, the *School Messenger* is used on occasion to provide parents with important reminders such as school-wide events and school closings. The *School Messenger* is initiated by the school principal as needed. Teachers should work closely with the Data Manager to ensure up-to-date telephone numbers are on record for all families to increase the efficiency and effectiveness of the School Messenger.

Family Assistance Christmas Project

Each Christmas the staff of North Shelby work with local businesses, churches and individuals to provide Christmas gifts and food for families of our students who have a financial need for assistance. Teachers submit the names of families with appropriate gift information in October using the *Christmas Project Form* . The guidance counselor oversees matching contributors with families and coordinates the efforts to ensure that all North Shelby families have assistance if needed for the holidays.

Awards – Staff and Students

Teacher of the Year

The North Carolina Department of Public Instruction with the support of the State Board of Education sponsors North Carolina's Teacher of the Year (TOY) program. Each school nominates one teacher who then competes on the local level. Local winners become candidates for the regional Teacher of the Year award. The state teacher of the year is selected from among the regional winners.

Any public school classroom teacher holding a continuing license, pre-kindergarten through grade twelve, is eligible to participate in the Teacher of the Year Program. A classroom teacher is defined as a person who spends not less than one-half time (three or more hours per day) five days a week for six or more calendar months during a fiscal year in a classroom teaching students. Personnel whose major responsibilities are administrative or supervisory are not eligible. In addition, school counselors, school psychologists, school social workers and media coordinators are ineligible

The teacher must have a continuing license to move forward to regional and state levels of competition. No teachers with ILT status or lateral entry certification would qualify to move forward to regional and state levels of competition. If a teacher has probationary status in our district but he/she has a continuing license, the teacher is eligible. Tenure with an LEA is not an issue in the process. If a teacher has a provisional license in an area, he/she is still eligible as long as he/she has a continuing license in at least one other teaching area.

The candidate should be an exceptionally skillful and dedicated teacher who is planning to continue in an active teacher status. The candidate should also have the respect and admiration of students, parents, and colleagues and play an active and contributing role in the community. In addition the nominee should have demonstrated through his/her evaluative ratings exemplary ability in the area of classroom instruction. Candidates should be poised, confident, and articulate. The most important quality a candidate should possess is a superior ability to inspire students of all backgrounds and abilities. Teachers will nominate and vote for Teacher of the Year.

Teacher Assistant of the Year Award

Any public school teacher assistant in Cleveland County Schools is eligible to participate in the Teacher Assistant of the Year program. A teacher assistant is defined as a person who provides support to the teacher in the instruction of students. The teacher assistant performs a combination of duties to assist teachers in the teaching-learning process for students.
The teacher assistant of the year is nominated and voted on by other teacher assistants.

Special Friend Award

Each year an individual or community group who has made significant contributions to North Shelby in terms of time, resources, and/or money is recognized as the *North Shelby Special Friend of the Year*. The winner is selected by the administration from nominations made by the staff. The winner should be from outside the North Shelby staff and have a history of support to the school. The winner is recognized at Awards day in May. The winner's name is also added to a plaque in the lobby of North Shelby containing the names of former winners (See Forms for Special Friend Nomination).

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Distinguished Service Award

The *Distinguished Service Award* is presented to an individual, civic group, or local business that has demonstrated a history of committed service to the students of North Shelby School. The recipient of this award will be an individual, civic group, or local business that has improved the quality of life for the children at North Shelby through donations, volunteer service, fund-raising, and/or implementation of new programs. The staff makes nominations for this award each spring and the winner is chosen by the School Improvement Team. Winners are recognized during the Awards day ceremonies in May and presented with a plaque (See Forms for Distinguished Service Nomination).

Malcolm Brown Award

The *Malcolm Brown Award* is presented each year to an individual or group of individuals who have merited the respect and admiration of the students, staff, and parents of North Shelby School for the contributions made to the students of North Shelby. This award is to honor the memory of Malcolm Brown, former Shelby City Schools Superintendent. The award can be given to a North Shelby staff member, a parent of a student at North Shelby, an individual from the community, a community group/organization, or a business.

Nominations for this award are accepted in the spring and are made by completing a *Malcolm Brown Nomination Form*. Nominations are distributed to all staff and families of students of North Shelby. The winner is presented with a plaque during the awards program in May. The winner's name is also placed on a plaque in the lobby of the school along with the names of previous winners.

Lonnie Proctor Award

The *Dr. Lonnie Proctor Award* is sponsored by the Shelby Civitans in honor of Dr. Proctor, former founder of Special Olympics Cleveland County. Any member of the senior class at North Shelby who has demonstrated consistent and significant progress on their post-secondary goals and who is a candidate for a Certificate of Graduation through the Extended Content Course of Study and who has been involved in at least one extracurricular activity during the last school year is eligible for the award. The candidate must take pride in his or her work, display school spirit, possess the respect of peers and staff, demonstrate good social skills, exhibit good citizenship, and display a positive attitude.

Nominations are accepted from the principal, assistant principal, secondary staff, and transition staff. After posting nominees, confidential ballots are distributed and returned within a given time frame. A member of the Shelby Civitans presents the winner with a monetary gift and a plaque at Awards Day. The winner's name is also added to a plaque displayed in the lobby of North Shelby with the names of past winners.

Whitley Mangum Memorial Scholarship

The *Whitley Mangum Memorial Scholarship* award is presented each year during Awards Day to a student or students who will be attending ConneXions, the career college program based on the campus of Cleveland Community College. A student must have good grades, exhibit excellent social skills and self-determination and self-advocacy skills. Funds may be used for transportation and any other related expenses. This award is in memory of Whitley Mangum, a former graduate of North Shelby School and is funded by his parents, Amy and Travis Mangum.

The Principal's Award

The *Principal's Award* is presented each year at North Shelby's Awards Day ceremonies. One recipient is chosen from each homeroom. Staff within each class with input from related services staff choose the winners (See Forms for Principal's Award Nomination form). Each winner receives a certificate and a pin.

President's Academic Excellence and Academic Achievement Awards

The *President's Academic Excellence and Academic Achievement Awards* are presented each year at North Shelby's Awards Day ceremonies. One recipient is chosen from each homeroom for each award. The recipient of the President's Academic Excellence award is the student with the best overall academic achievement in his/her class. The President's Academic Achievement award winner is the student who has shown the most improvement in his or her overall academic achievement. Each winner receives a certificate and a pin.

Policies and Procedures Related to Staff Work Hours

School Calendar

Each year the school system calendar is designed by a calendar committee composed of staff and parent representatives. Draft calendars are distributed for review in early winter with final school board approval by late winter. Once the system calendar is established North Shelby sets dates for the school-wide special events for the following school year. The North Shelby SIT team determines two additional mandatory days in the calendar that will be announced at NSS. Those days do not appear on the school calendar distributed by the district office.

Arrival

All staff not assigned to drive a morning bus route are expected to arrive by their designated time. Staff assigned to morning bus duty is expected to arrive for duty no later than 7:50. Buses will begin arriving on-campus at 8:00. Teachers and other instructional staff should be in their classrooms at this time to ensure the supervision of students and encourage proper behavior. Students should learn to quietly and orderly enter the classrooms in the morning after going through the breakfast line to get their breakfast. All staff should encourage orderly entrance into the building by students. After their bus is unloaded, bus drivers should clock in as a teacher assistant on timekeeper. All staff are expected to be present at an assigned duty station or present in assisting with breakfast.

Departure

All staff are expected to work their work hours for the day. If classified staff need to leave early they must have permission from their immediate supervisor and follow the appropriate

procedures for signing out using the Timekeeper system. Anyone leaving before their regular time must get permission from administration and sign out on the staff sign out on Google Drive. It is important for all doors to be locked and closed. Prior to leaving the classroom for the day teachers and/or teacher assistants should:

1. Turn off the lights and all equipment.
2. Turn off the screen on all computers.
3. Make sure no food is left open.
4. Lock all doors.

Planning Days

All staff are required to work on mandatory planning days. During optional planning days, anyone who does not have annual leave days must work. Certified staff will work their regular hours on planning days. Mandatory planning days may be used for staff development activities/training, home visits, parent conferences, or other school activities. The North Shelby SIT team determines two additional mandatory days in the calendar that will be announced at NSS. Those days do not appear on the school calendar distributed by the district office.

Snow Days

Cleveland County Schools uses an inclement weather plan that allows for closing parts of the school district instead of the entire system. This plan permits schools in areas affected by bad weather to close while other schools in non-affected areas may operate.

Cleveland County Schools is divided into four zones – the high school attendance areas – for inclement weather decisions. All elementary, intermediate and middle schools feeding into these high schools will operate on the same schedule as their high school. Classes may be canceled in one or two zones; however, schools throughout the county will close when more than two zones are cancelled. **If any zone is closed then North Shelby School will also be closed.**

Decisions concerning closings and delays will be available by 6:00 AM and will be posted on the school district website at www.clevelandcountyschools.org or by calling the CCS Weather Hotline at 704-476-8001 (Spanish: 704-476-8002). Closing information will also be available from local news media.

Closing a zone or zones will necessitate an announcement that will direct staff as to the operational schedule. The announcement will include one of the following:

- **Optional Teacher Workday:** Ten-month employees have the option to report to work, take annual leave, have a full day's deduction if they do not have annual leave or make up the absence according to state personnel guidelines.
- **2-hour delay-Staff are expected to arrive at regular time as safely as possible.**
- **Closed for Students and Teachers:** All ten-month instructional staff would have a forced annual leave or a full day's deduction. The student make-up day would be scheduled elsewhere in the calendar, possibly on a day previously designated as annual leave. Instructional personnel would have the option to make-up the day at an agreed upon time, either on a school-by-school basis or on a system-wide make-up day. Twelve-month employees would report to work, take annual leave, or a full day's deduction.
- **Closed Students and All Staff:** In this case, all employees would have a forced annual

leave or full day's deduction with the option to make-up the day at an agreed upon time.

A make-up calendar will be developed and maintained by the central office. If a day is missed, the NEXT make-up day on the school calendar will be used. **Please do not make personal plans for snow make-up days.**

Delays are based on the superintendent's discretion. If school is delayed staff will be expected to report to work as closely to the normal operating time as safely possible. If the school day is delayed due to severe weather conditions AND if weather conditions are treacherous staff is expected to take necessary precautions to prevent accidents but are expected to make an extra effort to be on time. Twelve month employees are expected to arrive at their normal time if possible. The District Office has the right to amend the policy for time as needed.

If school is dismissed early due to inclement weather the guidelines for rapid dismissal should be followed. Additional guidelines include:

1. Teachers should ensure that an early dismissal form has been completed at the beginning of the school year. Teachers need to keep this updated throughout the school year and document times of update. Parents will be notified by Cleveland County Schools phone messenger of early dismissal
2. Any student who is being picked up by their parents should remain **in the classroom** under staff supervision until their ride arrives.

On days that there is an early dismissal, the day will not be made up by students. However, classified staff will only be paid for hours that are worked. All staff must get permission and sign out before leaving campus. ***** Please keep in mind that the District Office may change any of the attendance/time information for snow days as needed. It is important to keep this in mind. Direction about how snow day time is used or issued comes from the payroll department and is not the decision of NSS.

School Messenger

A computerized calling program *"School Messenger"* will be used in the case of inclement weather involving school closures or delays. The School Messenger is designed to get information to all staff through systematic telephone calls in a short period of time. Cleveland County Schools and/or the principal will initiate the School Messenger as needed. It is important that all staff provide the school with up-to-date student contact information so that the School Messenger system can be updated in a timely manner (See Forms for Name - Address - Telephone Change Form). In addition to information regarding school closings the School Messenger is also used for serious incidents involving staff or students (e.g. serious injury/illness, death). It is important that the principal be notified of any situation that warrants the immediate notification of all staff so that the School Messenger can be activated.

Timekeeper System

Timekeeper is the Cleveland County Schools system for maintaining work hour information and generating payroll for non-exempt employees. Following are the guidelines that should be followed when using Timekeeper.

<u>Timekeeper General Considerations</u>

1. Exempt personnel (those who do not have to use the Timekeeper system but who have supervisory responsibility for ensuring their staff correctly use the Timekeeper system). fall into one of the following categories:

   A. *Executive employees*
   B. *Administrative employees*
   C. *Professional employees*

2. Non-exempt personnel are those employees who do not fall into one of the above categories. These employees are classified employees and must use the Timekeeper system.

3. Some non-exempt personnel work 40 hour work weeks, teacher assistants work from 37.5 hours, 35 hours, 32.5 hours and 30 hours per week. **No overtime is to be earned without prior approval of the principal.** Each non-exempt employee will be asked to sign an *Agreement to Receive Compensatory Time-Off* **.**

4. Non-exempt employees cannot volunteer to do tasks for which they are normally paid. However, non-exempt employees can volunteer to do things that are not normally a part of their assigned duties. For example a non-exempt staff member may volunteer for campus beautification day, help with a hot dog supper, pass out tootsie rolls for a fundraiser or attend optional professional development activities that are above and beyond each employee's hours of work per week without receiving compensatory time. Employees may also volunteer for activities that are related to organizations or agencies operated by an entity other than North Shelby (e.g. Special Olympics, Hearts and Hooves, etc.). There may be specific circumstances under which the administration allows staff to trade-out time for participating in activities that fall outside the employee's normally assigned duties. This must have the prior approval of the principal.

5. The standard workday for non-exempt employees as required by Cleveland County Schools is as follows:

   North Shelby Teacher Assistants work hours range from 7.5, 7.0, 6.5 to 6.0 hours.

   The workday for 7.5 hour teacher assistants is 8:00 – 3:30 unless hours have been adjusted for AM bus duty or other reason approved by the principal. For 7.0, 6.5, and 6.0 Teacher Assistants not assigned to a bus route the time may vary depending on administration.

6. Breaks are not required for any non-exempt employees. Breaks during the day will be at the discretion of the immediate supervisor and the administration.

Using the Timekeeper System

IMPORTANT: It will be imperative that employees sign in and sign out each day using the Timekeeper system. Failure to do so can result in employees being paid inaccurately.

1. All employees will have an employee number and pin number which will be used to

access the Timekeeper system. Please do not share your employee number or pin number with any other staff members.

2. The Timekeeper system can be accessed from any computer in the building by going to www.clevelandcountyschools.org and clicking on Timekeeper. The computer in the hallway leading to the media center is devoted entirely to the Timekeeper system. The Timekeeper system is intranet and can only be accessed from a computer within the school system.

3. After clicking on the Timekeeper Icon, a screen will appear that looks like a numerical keypad. On this screen, the employee should enter their employee number and click on "Enter". A new screen will appear.

4. The screen will indicate "Hello _____ (employee name) and a numerical keypad. On the keypad you will enter your PIN number. Another screen will appear.

5. If you are signing in for the first time during the day you will click CLOCK IN. Once signed in the main menu screen will appear.

6. To sign-out the employee will log back into Timekeeper using their Employee Number and PIN number. When the sign-out screen appears it will indicate the employee's name, the date/time of last sign-in and the "active job" (e.g. teacher assistant, bus driver, etc.).

7. There is a 2-minute window in which employees can sign in and sign out of the system. Each employee (with the support of their immediate supervisor) will need to develop a morning routine and an afternoon routine that includes signing-in and out of Timekeeper. Do what you have to do to help yourself remember to do this each morning and each afternoon.

8. **Non-exempt Employees will be required to check their timesheets online at the end of each work week and approve.**

9. Both exempt and nonexempt employees can check their leave balances (e.g. annual leave, sick leave, personal days, compensatory time) online using Timekeeper.

10. It is the Cleveland County Schools' policy that no employee sign in or sign out for a co-worker for any reason. Adjustments to the Timekeeper system can only be made by those with administrative access to the system.

11. If an error has occurred on the Timekeeper system, a *Timekeeper Correction Form* must be completed and submitted in the appropriate box in the office. These will be reviewed and signed by administration. If approved the correction will be made in the records.

Policies and Procedures Related to Staff Absences

AESOP Phone System for Substitutes

All staff must record their absences in AESOP which can be accessed by phone (1-800-94-AESOP) or through a link at www.clevelandcountyschools.org. This system allows staff to log in absences and search for a substitute or assign a particular substitute. Staff can view their absence history and set up a personal profile and a personalized substitute list. All absences must be recorded using AESOP because this system is interfaced with the Timekeeper system for the purpose of generating payroll. A basic AESOP Training Video can be viewed at: https://www.aesoponline.com/TrainingVideos/EmployeeBasicTraining/EmployeeBasicTraining.html. An advanced AESOP Training Video can be viewed at: https://www.aesoponline.com/TrainingVideos/EmployeeAdvancedTraining/EmployeeAdvancedTraining.html

Unplanned Absences

If a staff member must be absent from work (without prior notice), all employees should use AESOP to document the absence and locate a substitute. Staff should notify the office IMMEDIATELY if there are any problems accessing AESOP. In addition the following guidelines should be followed in the event of an unplanned absence:

- **Teachers and related service staff** should email or text the assistant principal/ principal at home in the evening before 10:00 P.M. or in the morning by 6:00 A.M. regarding the absence. The teacher/related service staff should also enter the absence in AESOP. Teachers should also notify one of their teacher assistants of their absence. Employees are responsible for finding their own substitutes. A teacher can use their TA as their sub, but it is imperative to find a sub for the TA in your room.
- **Teacher assistants** should notify their supervising teacher at home in the evening before 10:00 P.M. or in the morning by 6:00 A.M regarding the absence. The teacher will work with the teacher assistant to obtain a substitute. The teacher assistant should record the absence in AESOP AFTER talking with their supervising teacher. The teacher assistant needs to notify by text or email the principal or assistant principal of their absence. If the TA drives a bus, they are responsible for finding a sub driver. Do not rely on a text to give notice about bus driving needs.
- **Clerical and custodial staff** should notify the principal or assistant principal of any absence by email or text.
- Under no circumstance should an employee wait until school starts to notify the school of an unplanned absence. This creates a problem with classroom coverage.

Planned Absences

If a staff member knows in advance of a reason that will require him or her to be away from work, the appropriate supervisor should be notified as soon as possible so arrangements can be made for coverage and the absence can be put into the AESOP system. Teachers, related service staff and bus drivers should notify the principal and assistant principal. Teacher assistants should notify the supervising teacher.

Professional Leave

If a staff member is going to be absent for professional reasons (which must be pre-approved by the principal) the *Request for Absence for Professional Leave Form* (See Forms for the

Request for Absence for Professional Leave - this form can also be downloaded from www.clevelandcountyschools.org or obtained from the office) must be completed. This form is used to obtain permission to be away from work on business (e.g. conference, workshop, out-of-county meeting). It is used to get information about where and when the participant will be gone from regular duties. It is also used to estimate all expenditures for conferences and workshops. Lastly this form is used to pay an advance payment if one is needed to attend a conference. **The forms should be completed 10 work days prior to the professional activity.** Following are line-by-line instructions for completing the *Request for Absence for Professional Leave* form:

Employee's statement:

1. ***Name*:** Employee's full name
2. ***School/Department*:** Location of employee on a daily basis
3. ***Activity/Location*:** Name of conference/training/meeting and the place it will be held or annual leave or personal leave
4. ***Date (From – Thru)*:** Day leaving through return – includes weekends (ex. If you leave on a Sunday the form should indicate Sunday's date)
5. ***Total Number of Days:*** Indicate the total number of days involved in the activity
6. ***Signature*:** Employee's signature
7. ***Principal/Supervisor's signature:*** Principal's signature

Expense Report (this section must be completed prior to approval if expenses are to be advanced or reimbursed at a later date):

1. ***Registration*:** Indicate if the registration was prepaid (Yes or No). This amount needs to be the actual amount and recorded even if already paid at an earlier time. Also the budget code must be included. Obtain supervisor's signature for approval.
2. ***Lodging:*** Indicate if the lodging was prepaid (Yes or No). This amount needs to be the actual amount and recorded even if already paid at an earlier time. The budget code must be included. Obtain supervisor's signature for approval.
3. ***Meals:*** This amount needs to be estimated based on state reimbursement rate and recorded. The budget code must be included. Obtain supervisor's signature for approval.
4. ***Mileage:*** This amount needs to be estimated based on state reimbursement rate using Map Quest or Yahoo maps and recorded. The budget code must be included. Obtain supervisor's signature for approval.
5. ***Other*:** Estimates of expenses such as tips, tax, and parking. The budget code must be included. Obtain supervisor's signature for approval.
6. ***Substitute:*** This amount needs to be based on state rate for substitutes and recorded. The budget code must be included.
7. ***Excess per diem*:** If amounts of hotel or meals exceed per diem rates approval must be obtained from Superintendent

See county policies for Travel Expenses for Professional Leave.

Annual Leave

Staff who have direct responsibility for students in a classroom setting **cannot** take annual leave on one of the 180 instructional days.

Personal Leave Days for Teachers

If a teacher is going to be absent due to personal reasons and wishes to use personal leave time (for teachers only), he or she must obtain prior approval from the principal. Teachers should make every effort to give a five-day notice. The absence should be recorded on AESOP and the teacher should obtain a substitute. Approval of personal leave is at the discretion of the principal.

Bus Substitutes

If a bus driver needs a substitute he or she should notify the bus subs for their bus. The substitute should be obtained as early in advance as possible. If the absence is an emergency, please call no later than two hours prior to the time that the route normally starts. All full-time teacher assistants not assigned to a full-time bus route will be expected to regularly serve as substitute bus drivers. **This is not optional – it is a condition of employment for teacher assistants, custodians and food service employees.** Bus driving is an essential function of the position and is reflected in the job descriptions.

The Cleveland County School system is the employer but the DMV is the agent for certifying bus drivers. Newly hired employees are given the opportunity to attend the bus training school and pass the required tests and complete the road work. Failure to complete training and obtain a license will result in the termination of employment. Once a license is obtained the employee must maintain a valid license and all required endorsements in order to maintain employment.

Each substitute will be responsible for learning bus routes. All full-time teacher assistants will be expected to drive a bus or monitor. Teacher assistants without a license will serve as bus monitors. Bus monitors serve on buses with more than one wheelchair. There are special circumstances that may require a bus monitor on additional buses at times. This is determined by the bus administrator.

Bus substitute training for new employees will involve driving each of the assigned routes one full morning route and one full afternoon route while the full-time driver is on the bus. While learning bus routes, substitutes should ensure that bus drivers train them in the areas listed below. A *Bus Substitute Training Record* should be completed for each training session.

- Wheelchair hook-ups
- Wheelchair lifts
- Wheelchair safety
- Seat Belts/harnesses/mom seats/approved car seats
- Behavior problems/suggestions (include past history)
- Seating arrangements
- Location of route description, seating chart, emergency numbers, first aid kit
- Medications (if given on the bus)
- Special pick-up or drop-off arrangements/conditions
- Changes in route due to parent requests that are reoccurring
- Use of phone

Classroom Substitutes

Each classroom position that requires a substitute, should have one. If the job is important enough during the school year with a regular employee, it is important enough to have a substitute when the regular employee can not be there. In order to ensure that the classroom runs in a smooth and orderly manner when a teacher is absent, a *Substitute Package* should be prepared at the beginning of the year and left in a place that is easily accessible for the substitute/teacher assistant The *Substitute Package* should include the following:

1. Lesson plans, which include the materials to be used, groupings, instructional strategies, and other information related to the lessons that would be helpful to the substitute.
2. A daily schedule (including lists of students who are involved in specific activities).
3. Directions on how to record attendance and complete any necessary paperwork.
4. Seating chart.
5. Special health concerns and instructions.

The guidelines listed below must be followed by all substitutes:

1. Substitutes must sign-in at the beginning of the day and sign-out at the end in the manner designated by the school.
2. No substitute is guaranteed a "specific" position on any given day. Substitutes may have to be reassigned after they have arrived at school due to AESOP not being able to fill all open positions. Our first priority is the safety and well-being of our children.

It is important that staff provide feedback to the principal regarding the performance of substitutes so that intervention can be provided if needed. The substitute teacher will be expected to:

1. Maintain an orderly and safe classroom environment.
2. Serve as a good role model.
3. Practice good behavioral management strategies.
4. Arrive at school on time and work their full schedule.
5. Follow all lesson plans as directed.
6. Request assistance from other staff members when needed.
7. Ensure that all materials and equipment are handled properly.
8. Leave notes for the teacher concerning student performance, parent contacts, student behavior, and any other unusual occurrences during the time the teacher was absent.
9. Respect the confidentiality of all students.
10. Leave the room neat and clean.
11. Follow all school policies concerning staff and students.

Policies and Procedures Related to In-House Communication

Telephones

Telephones are located in each classroom to allow ease of communication within the building and to allow for ongoing communication with parents. Staff should refrain from using

school telephones for personal issues during instructional time. Unless it is an emergency, incoming calls during instructional time should be routed to voicemail. Staff should notify the office if they are expecting an important telephone call that should be put through to the classroom when received.

Email

Email is an important and vital way to communicate. Each employee should check their email at least 2 times a day. There will be information that is pushed from the district office and NSS office that is important and will pertain to that day. Teachers and TA's will have access to computers in their classroom or media center. Every effort should be made by one staff member per class to check their email for information from the district or NSS office on a daily basis. Emails may also come after school hours, so it is important to check email at home or on your phone, if available after hours.All staff should have an email "signature" and a FERPA message on all emails.
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Below your signature add the FERPA message: ***The Federal Family Education Rights and Privacy Act (FERPA) prohibits the sharing with a third party of any personally identifiable information about a student or his/her family without the written consent of the parent or the student (if eighteen years or older). Therefore any personally identifiable information contained in this email needs to be handled confidentiality and not shared with others without written consent.***

Your e-mail address is your user id followed by **@**clevelandcountyschools.org.
Example: JDoe@clevelandcountyschools.org.

Cellphones

During the instructional day (8:00 – 2:30) all personal cell phones should be turned off or set on silent or vibrate mode. No school system employee including substitutes should place or receive a call from a cell phone at a time when it would be inappropriate to do from a traditional telephone. **This includes refraining from sending text messages or using Facebook or other web sites and taking pictures from a cell phone.** As with traditional phones, employees should limit personal calls on cell phones during school hours so as to not interfere with the school's operations. **NO school employee shall use a cell phone while operating any motor vehicle that is transporting children or when driving a bus (even if there are not students on the bus). NO school employee should be using a cell phone during the school day.** Cell phones should only be used during the instructional day if a staff member has a special emergency situation. He or she should discuss this situation with the principal or assistant principal and/or the classroom teacher. In the event of an emergency where a cell phone must be used, it should not be used in the presence of a student. Teachers should inform all guests including volunteers, parents, etc. of the cell phone policy. Because administration cannot be in all places at all times, teachers should supervise and enforce this policy in classrooms and throughout the school with their classroom staff. Student cell phones on campus are discouraged. If secondary students bring cellphones to school, teachers must have a plan in place to address any issues that arise. It is imperative to

follow the cell phone policy not only for NSS, but also the district policy requirements. **(See Parent/Student Handbook on Cell Phones).**

Meetings

Full staff meetings will be held on the following schedule. These meetings will be posted on the Google calendar. Every attempt will be made to involve only those staff members in meetings for whom the information is relevant. Throughout the year meetings will be held on a regularly scheduled basis for certain groups as indicated on the chart below. It is very important that all staff make every effort to attend scheduled meetings.

Day	Time	Meeting	Location
1st Tuesday	2:45	PLC	As scheduled
2nd Tuesday	2:45	Staff Meeting	As scheduled
3nd Tuesday	2:45	School Improvement Team	As scheduled
4th Tuesday	2:45	Department/Staff Meetings	As scheduled

- 5th Tuesday – Meeting will be determined at the Principal's discretion.

All planned meetings are **mandatory**. Attendance will be kept at meetings and more than 2 absences could affect evaluations. Teachers are expected to keep their assistants updated with information from staff meetings.

Teacher and Teacher Assistant Relationships

The teacher and teacher assistant relationship should be characterized by mutual respect and teamwork. Each staff member is an important asset to the quality of the educational program. Teachers and assistants should work together to provide the best possible learning situation for all students. Any relationship problems should be addressed promptly to ensure continued teamwork within the classroom. If relationship problems start to affect the classroom environment, this could result in documentation being placed in personnel files or being marked down on evaluations.

Policies and Procedures Related to Professional Expectations

Parking

All staff should ensure that their personal vehicles are parked in a manner that is conducive to school safety. There are two designated 'staff' parking lots which can be accessed by either side of James Love's School. Only office staff and visitors are to be parked in front of the building. All other staff members will park in a staff lot. On workdays, staff may park in other paved areas closer to the building but should NOT park on concrete under the covered sidewalks. This causes damage.

School Car

A school car is available to staff for work-related activities (e.g. transporting students,

attending meetings, making home visits, etc.). Staff should never use their private vehicle to transport a student. Staff should make requests to the office for use of the school vehicle by checking and signing up on the school car. Emergencies may override a scheduled request. **If using the school car to transport a student the use of a cell phone is prohibited except in an emergency situation**. The school car is used by everyone on campus. Please make every effort to keep it clean. When transporting students using the school car all regulations must be followed regarding child passenger laws. A copy of all staff driver's licenses will be on file.

NC Child Passenger Safety Law (G.S. 20-137.1)
Ages/Positions Covered:

- Children less than age 16 in front or back seats are covered under the NC Child Passenger Safety law.
- Drivers and passengers 16 years old and older are covered by the NC Seat Belt Law.

Restraint Required:

- A properly used child restraint device (CRD) is required if the child is less than 8 years old AND weighs less than 80 pounds. Most parents and other caregivers will be able to comply by using belt-positioning booster seats for children between 40 and 80 pounds. The child must be within the weight range for the child restraint/booster seat and it must meet Federal standards in effect at time of manufacture.
- Children may be secured in a properly fitted seat belt at age 8 (regardless of weight) OR at 80 pounds (regardless of age) - whichever comes first. Placing the shoulder belt under a child's (or adult's) arm or behind the back is both dangerous and illegal.
- If no seating position equipped with a lap and shoulder belt to properly secure a belt positioning booster seat is available, a child who weighs at least 40 pounds may be restrained by a properly fitted lap belt only. WARNING: Belt-positioning booster seats can only be used with lap and shoulder combination safety belts. Belt-positioning booster seats must NEVER be used with just a lap belt.

Position in Vehicle:

- The CRD must be installed in the rear seat if the child is less than age 5 and 40 lbs. and if the vehicle has a passenger side air bag and a rear seat.
- Front seat installation is allowed if the CRD is designed for use with air bags.

Faculty/Employee Dress (School Board Policy number 5195)

The manner in which staff members dress reflects an image of North Shelby to the community. All staff must serve as role models for the students and dress in a fashion that indicates professionalism. Custodial and Food Service staff will be required to wear uniforms. When interacting with parents, students and visitors all staff should attempt to look their best. At no time should an employee's dress or appearance be so unusual, inappropriate or lacking in cleanliness that it is clearly disruptive to the educational process. In general, the following guidelines governing staff dress will be followed. Staff may not wear:

- Jewelry affixed to an employee's nose, tongue, cheek, lip, or eyebrow.
- Clothing which is provocative, revealing, indecent, vulgar, or obscene.
- Casual shorts, jeans, sweat suits and wind suits are not appropriate on instructional days or parent conference days
- Skirts and dresses may be no higher than 3 inches above the top of the knee. If leggings are worn, shirts must be worn that cover all body parts. Shirts worn with leggings should be at

least 3 inches below your fingertips.

- Low necklines, bare midriffs and overly tight clothing are not appropriate dress for school system employees.
- Clothing which promotes alcoholic beverage, tobacco or the use of controlled substances by words or symbols.
- Clothing that contains profanity or nudity, depicts violence or is sexual in nature by words of symbols.
- Undergarments worn as an outer garment or any see-through clothing.
- Flip Flops.
- Hats, sweatbands, bandannas, or sunglasses inside the building.
- Any item of clothing or jewelry that creates a disruption of the school environment or learning activities or that poses a threat to the safety and well-being of students or staff.

There are certain staff positions that require the wearing of comfortable and casual clothing in order to complete the tasks of the job in an effective manner. This is acceptable as long as shorts are at walking short length and the upper body is appropriately covered (e.g. no part of the abdomen is showing and no inappropriate cleavage). Staff should refrain from wearing blue jeans unless the job duties (e.g. community-based training in the area of landscaping, horseback riding, greenhouse duty, field trips) assigned to them on a certain day require this type of dress. Staff is also required to wear footgear that is safe in nature (e.g. shoes made of stable material with secure straps).

If there is a special event at the school or if special guests are expected, all staff is expected to dress in a professional manner, which may preclude the more casual clothes normally worn. Staff may change clothes later in the day, after the event or after the visitors have left in order to drive a bus or perform other duties not conducive to a more formal manner of dressing. Please take into consideration, if an administrator deems that clothing is not appropriate for school, based on these policies, you can be asked to go home and change.

Keys

During the beginning of the year workdays, administration will assign keys and fobs to staff. All keys and fobs will be collected at the end of the school year or upon retirement, resignation or dismissal.

Monies and Receipt Books

The Bookkeeper will meet with teachers for training.

All monies must be turned into the office daily. Lunch money is turned into the cafeteria.

Each teacher is responsible for collecting and handling monies turned in by students for items that are sold by the school or for activities for which there is a charge. **All** monies collected must be receipted. A receipt book will be assigned to each teacher for this purpose. Following are the guidelines regarding receipting funds:

In the classroom receipt book:

1. The WHITE copy goes to the person paying. .
2. The receipt should be turned in to the office with the classroom envelope and monies.

Keep the receipt book intact. Do NOT tear out pink and yellow copies.

3. Receipts must be written for all money that is received or collected **unless written to the company** (e.g. David Grose Photography, Student Health Insurance, etc.)
4. Special instructions will be given for special activities.

- ✓ The envelope monies and the receipt book should always balance.
- ✓ The classroom envelope is to be used to list deposits as they are turned in.
- ✓ List deposits by account name and total. Record the total deposit and make sure the receipt book is included in the brown folder with money. Please keep receipts in sequential order.
- ✓ Please turn in **receipts daily to the office. No money is to ever be left unattended.**
- ✓ Reasonable care for the safe-guarding of any monies received should be taken.
- ✓ Personal checks cannot be cashed from school funds.
- ✓ Post-dated checks are not allowed.
- ✓ Envelopes and receipt books will be returned back to the classroom at the end of each day.
- ✓ At the end of each school year the classroom receipt book, envelope and deposit receipts will be turned into the office. All classroom accounts must be in balance before teachers leave for the summer.

Teachers are to handle all monies in a safe and secure manner, which includes turning in all money received to the office on a daily basis. All monies owed by students or parents must be collected by the last day of school.

Instructionally related purchases for which reimbursement is expected must not be made without prior approval of the principal. **Receipts to be reimbursed should ONLY have items that have been approved to purchase. No reimbursements will be made unless there has been prior approval and an original receipt with only those items approved (NO personal items on receipt) is provided to the bookkeeper**.

Confidentiality

All staff, volunteers, outside agency personnel, and student interns associated with North Shelby School are required to sign an *Assurance of Confidentiality* (See Forms for the Assurance of Confidentiality). Confidentiality of student information is to be maintained at all times. This prohibits staff from discussing with persons who have no professional need to know any information about the children enrolled in the school.

In order to release information about a specific student to another agency or an individual (other than the parent/guardian) an *Authorization for Release of Information By and To Cleveland County Schools* must be completed and signed by the parent/guardian or the student if he or she is 18 years of age or older. Release of information forms should also be used when requesting information from an outside agency (e.g. doctor's office, hospital, mental health, vocational rehabilitation, etc.) concerning one of the students. Under no circumstances is any information on students to be faxed to agencies outside the school system.

Liability

The school system carries liability insurance on all staff. Staff may purchase additional liability insurance through a professional organization or their personal homeowner's policy. The system's liability insurance will only cover staff when they are directly carrying out professional duties associated with his or her job responsibilities. Programs associated with North Shelby (e.g. Hearts and Hooves Therapeutic Riding Program, Special Olympics – Cleveland County) carry separate liability insurance policies.

Electronic Acceptable Use Policy

An *Employee Acceptable Use Agreement* (See Forms for Employee Acceptable Use Agreement) developed by the school system, must be signed by the employee before access is permitted and an e-mail account is assigned. An employee's acceptance of the Agreement is considered a condition of employment and refusal to sign may result in discipline up to and including dismissal.

Evaluation of Staff

All teachers will have observations throughout the school year conducted by administration or peer teachers. Each teacher will have an end of year evaluation by administration. Teachers meet with administration to discuss their observations and evaluations in a one on one meeting. There is an open door policy at NSS and teachers are welcomed to come at any time to discuss information that will help to make observation and classroom teaching better for students and staff.

Professional Development Plans (PDP)

Each teacher must have a *Professional Development Plan (PDP)* in place in order to maintain his or her certification. The purpose of the PDP is to collect information that demonstrates the alignment of the teacher's efforts to the North Carolina Professional Teaching Standards and school goals. The PDP provides teachers with the opportunity to establish goals for improvement on a professional and personal level. There are three procedures involved in the Professional Development Plan:

- Initial Review
- Monitored or Directed Growth Plan Development
- End-of-Year Review

During the Initial Review the plan is developed between the teacher, mentor (if applicable) and the principal, after a review of the teacher's self-evaluation. During this stage it should be determined that:

1. The teacher's strategies support the Standards from the Teacher Evaluation Process and the school goals.
2. The expected outcomes are measurable and related to the teacher's strategies.
3. The teacher has identified personal/professional strengths, areas to be strengthened

and personal/professional enrichment goals.

See Component 8 above for information regarding Monitored and Directed Growth Plans.

The number of renewal credits earned during the school year (including the credit earned for teaching) should be indicated on the PDP form. In addition to a completed copy of the PDP with all parts attached, each teacher must complete a *Formative Activities Record* and log all staff development activities into the computerized program used by the system for this purpose.

Evaluation of Classified Staff

In the last two months of school, administrators will complete a *Classified Employee Evaluation Form* on all teacher assistants assigned to NSS. The evaluation will be reviewed with the teacher assistant during an evaluation conference.

Supplies

Inventory

At the end of each school year staff must complete a thorough and comprehensive inventory of materials, supplies, and equipment assigned to a classroom or program. All non-consumable items must be listed on the inventory with their serial/model numbers (if applicable). **All** new items (materials and equipment) should also be recorded on the end-of-year inventory. The Technology Coordinator labels (with a property ID sticker) and inventories technology equipment (e.g. computers, printers, scanners, cameras, Mimios, projectors, Elmos, etc.) throughout the school year as it is received.

Equipment Repairs

If a classroom item needs repair that can be done by the custodial staff, the teacher should notify the principal/assistant principal by email. If a classroom item needing repair will require outside assistance, the teacher should notify the principal/assistant principal by email so the proper request for repair can be completed. Information in the email should contain the item name, the location of the item, detailed description of the problem and anything that has already been attempted to repair the item. Repair vendors are not to be contacted directly by school staff unless the principal has given permission

Building Aesthetics

Building Maintenance

If you have maintenance needs or notice an area in need of maintenance outside of your area, please notify the principal by email.

Building Cleanliness and Safety

A custodian's schedule will be maintained by the principal indicating what tasks will be accomplished daily, weekly, and monthly and as needed. If a staff member has a special request for the custodian staff, the request should be emailed to the principal. Staff should not call a custodian on the walkie talkie. If you have a need for a custodian, the office should be called and office staff will locate a custodian to help you. The custodians' first responsibility is to keep the building neat and attractive. Other requests will be completed as time allows.

Even though the custodian will try to fulfill all cleaning requests along with accomplishing the daily schedule, all staff must assist on a regular basis to make sure the school is neat and attractive. Teacher assistants not driving buses are expected to assist with custodial tasks within their classrooms after the students leave. Staff should encourage students to pick up trash and clean up after themselves so they can develop an appreciation for the importance of building cleanliness. The building will be regularly exterminated; however, do not leave dirty dishes or open food in the classrooms. If you notice any type of vermin, please notify one of the custodians immediately and note the information in the exterminator's notebook in the office.

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Buses

Bus Unloading (Morning)

It is important to the safety of the students that certain guidelines be followed during the morning unloading of buses. Staff is assigned to assist with AM unloading in a manner that also ensures classroom coverage. These guidelines have been developed to allow a safe and orderly method of getting the students off the buses and into the school building each morning. Each staff member should follow the guidelines below in order to fulfill his or her role in the process:

1. All buses should arrive on campus no earlier than 8:00 unless there are extenuating circumstances.
2. Buses will not begin unloading until 8:00. If a bus arrives earlier, it should wait until staff is available to assist with unloading. Buses should not begin unloading until AM bus duty staff has indicated that it is safe to begin.
3. In addition to assistance provided by staff assigned to AM bus duty, bus drivers are expected to aid in the unloading process by helping with hook-ups, harnesses, etc. If the morning bus duty staff is short-handed, bus drivers will be asked to stay and assist in unloading.
4. Buses should unload only in the designated area and upon direction of the Bus Supervisor. Do not allow walkers to unload and walk between buses.
5. No student in a wheelchair should ever be put on a lift until another wheelchair-trained staff member is present at the bottom of the lift.
6. All bus drivers should do a final thorough check of their buses prior to leaving the bus lot to ensure that all children have been unloaded. Even though a monitor may check, it is ultimately the **driver's responsibility to conduct the final chec**k. Drivers should also check their buses to make sure that children have taken all their personal belongings with them to their classroom.

7. All staff assigned to AM bus duty must be on the bus lot by 7:50AM. Staff assigned to bus duty that are going to be late or absent should notify the staff member responsible for overseeing AM bus duty.
8. If a classroom is found unsupervised, the staff member escorting the student to the classroom from the bus should remain with the student until a staff member arrives or locate another staff member for this purpose. Under no circumstances are students to be left unsupervised in the classrooms in the morning. If a classroom is found unsupervised in the AM, the situation should be reported to the principal so that appropriate follow-up can be done.

Drop Off of Car Riders (Morning)

Car riders may be dropped off beginning at 8:00 under the awning of the front building. No student should be dropped off until a staff member is present. Two staff for Morning Car Rider duty will be assigned at the beginning of the school year. If a student needs assistance going into the building, a staff member will assist the student to their classroom.

Bus Loading (Afternoon)

During the afternoon loading of buses, all staff is expected to assist in loading students, doing hook-ups, and supervising students going to the buses. A staff member will be assigned to oversee this process and will be responsible for ensuring the safe exit of buses from the campus. Following are the PM bus loading guidelines:

- All bus drivers should be on their buses by 2:20. If a driver does not have early loaders, he/she should assist where needed on the bus lot
- Bus drivers will assist classroom staff in loading targeted students from 2:20 – 2:30.
- Classroom staff is responsible for properly securing students in their wheelchairs prior to PM loading.
- Bus drivers will assist with loading but they should not have to do the loading by themselves. All staff should work in a cooperative and equal manner to load wheelchairs, secure star seats and assist students using walkers.

Dismissal of Buses from the Campus and Traffic Control

- At 2:30 buses will begin to be dismissed.
- No bus is to leave the bus parking lot until given an all-clear signal from the Bus Parking Lot Supervisor.
- During the roll-out of buses – all traffic must yield to the buses.
- If there is a delay during the dismissal of buses (e.g. late student, toilet accident, seizure, mechanical issue, etc.) the Bus Parking Lot Supervisor will be notified.

Pick-Up of Car Riders

- Individuals picking up students should not enter the building prior to 2:25.
- Students should be picked up no later than 2:45.

- Students must be signed out prior to being picked up on the "Sign-out" sheet at the front office. One-on-ones that have not been previously listed by parents on the Student Information Sheet or theAfternoon Pick-Up Information Sheet as having permission to pick up a student will not be allowed to do so. If there is a schedule change or a one-on-one change the PARENT MUST NOTIFY THE SCHOOL BY PHONE OR IN WRITING.
- One-on-ones will be required to show picture ID until afternoon supervisory staff are familiar with them.

Wheelchairs on Buses

The following guidelines should be followed regarding the transportation of wheelchairs on the buses:

1. All wheelchairs are to be hooked in around the main frame. Do not put straps around the wheels or armrests.
2. No student is to push a wheelchair, assist in loading a wheelchair, or assist in any part of the hook-up process.
3. All bus drivers are responsible for the final check of their wheelchairs prior to leaving the school campus/bus stop. Bus Drivers should conduct a "Shake Test" to ensure wheelchairs are secure.
4. A bus driver can refuse to transport a child in a wheelchair if they feel that transporting the chair would present any type of safety issue (e.g. lost strap, broken wheel lock, etc.).
5. When loading or unloading wheelchairs, care should be taken to ensure that the wheelchairs do not run over the buckles or hook-up casings.

Note: No child in a wheelchair should be loaded or unloaded on the bus by staff who has not attended a wheelchair training. No child is to be transported to school in a manner that is not safe. Bus drivers are responsible for ensuring that all appropriate restraints are in place and in good working order before transporting a child to or from school. Bus drivers may refuse (politely of course) to transport a child if the driver feels the situation is unsafe for any reason. Please keep in mind that no matter how many checks have been made on a bus prior to departure, the bus driver should always be the last check on students in wheelchairs and harnesses.This is based on best practices and provided as a reference from *A Guide for Transportation of Children with Disabilities for North Carolina Public Schools*. Bus drivers are responsible for the safety of students while on their bus- no exceptions.

Bus Monitors

Any school employee may be asked to ride a bus during the morning or afternoon route. A bus will have a bus monitor if there is more than one wheelchair on the AM or PM route. All employees are required to attend wheelchair training at the beginning of the year. This is to help assure that each employee is aware of procedures for securing wheelchairs on the bus.

Bus Wheelchair Checks

Each of the following steps should be reviewed when a child is placed in a wheelchair for travel on a bus:

1. Seat and back secured on the mainframe properly with brackets.
2. Chest strap in good working order and appropriate fit.
3. Pelvic positioning strap in proper working order and in place across the child's hips.
4. Feet secured and/or placed on the footrest properly.
5. Wheel locks in proper working order.
6. Tires inflated properly.
7. Bus hook-ups functioning properly and in proper placement on each wheelchair.
8. Wheel locks should be locked when the wheelchair is hooked up on the bus.
9. All tray tops are removed and stored while the bus is in motion.
10. Anti-tip bars in the down position when the bus is in motion.
11. A **"SHAKE TEST"** is complete to ensure the wheelchair is properly secured.

Note: No child is to be transported to school in a manner that is not safe. Bus drivers are responsible for ensuring that all appropriate restraints are in place and in good working order before transporting a child to or from school. Bus drivers may refuse (politely of course) to transport a child if the driver feels the situation is unsafe for any reason. Please keep in mind that no matter how many checks have been made on a bus prior to departure, the bus driver should always be the last check on students in wheelchairs and harnesses. Bus drivers are responsible for the safety of students while on their bus- no exceptions.

Bus Lift Operation

1. Check on the panel to the left and find the left control switch. Be sure it is in the ON position.
2. After the lift is turned on, go to the back of the bus and locate the black handle located on the right side of the lift door.
3. Push the black handle to the left. It will make a popping sound indicating that it is unlocked.
4. Take the handle toward the left and push it firmly toward the windows in order to open the lift door.
5. The lift operation controls will be located on the right. The UNFOLD button should be pushed first. The lift should open until it is completely flat.
6. The DOWN switch should be pushed next. This will lower the lift to the ground so that a wheelchair can be rolled onto the lift. Make sure the lift is lowered all the way to the ground and is resting flat.
7. After the wheelchair is loaded onto the lift, the UP switch should be pushed. This switch should be pushed until the lift is even with the bus floor.
8. At this point the wheelchair can be moved from the lift into the bus.
9. After the wheelchair is securely hooked, push the UP switch as far as it will go.
10. After the lift is raised, push the FOLD switch until the lift is standing vertically.
11. Take the handle on the left and pull it towards you.

12. Remember to turn the lift switch off on the driver's panel in order to prevent running the bus battery down.

Harnesses

The use of star seats harnesses must be approved by the principal/assistant principal. If at all possible, alternatives to the use of harnesses should be pursued. If an alternate seating arrangement is needed, it should be documented in a student's IEP and discussed at an IEP meeting. This goes for initially placing a student in a harness and removing a student from a harness. This is not a sole decision of a parent or a bus driver. It is an IEP team decision. Harnesses may be used for the following reasons:

Behavior: Harness used because the child will not stay in their seat due to behavioral problems. The use of any type of restraint for behavioral purposes must be documented in the student's IEP and a behavioral intervention plan developed.

Safety: Harness used because the child needs assistance to sit in their seat due to motor difficulties. This should be documented on a student's IEP on a Physical Therapy plan of care and support description plan.

Youth: Harness used because the child is very young and has not matured enough to understand the importance of sitting appropriately in their seat

Cognitive Level: Harness used because the child is not able to cognitively understand bus safety rules

Star Seats

When a bus has a star seat on it, regardless if a student is in it or not, **YOU CANNOT** let a a student sit in the seat behind the star seat. This applies to all bus trips; therefore, if you are using a bus for inclusion the seat behind the star seat cannot have anyone in it.

Bus Behavior

Bus Behavior

Good behavior and safety on the buses should be discussed with the students throughout the school year. This is the responsibility of both the teachers and the drivers. Reinforcement of the following rules will ensure that students act in a responsible manner while on the bus. Drivers are encouraged to use a variety of reinforcers such as certificates, praise, small treats, and public recognition whenever students exhibit consistently good behavior on the bus. Following are rules regarding appropriate behavior on the bus:

1. Students should walk when entering or leaving the bus and bus lot.
2. If it is necessary to cross the road at the bus stop, students should do so only when the way is clear and the bus has stopped. Students should look both ways and make sure traffic has stopped before crossing the road.
3. Upon entering the bus, students should immediately take their assigned seats.
4. Students should talk in a quiet voice while on the bus.
5. Students should keep their heads, hands, arms, and other body parts inside the bus. Objects should never be thrown out of the bus windows.

6. Students should obtain permission from the bus driver before opening a window.
7. Students should assist the driver in keeping the aisles free from all objects (including legs).
8. Students should remain in their seats until the bus has come to a complete stop.
9. Students should sit facing the front of the bus with their feet on the floor.
10. Students should always obey the driver.

Drivers should make sure that the students on their buses are familiar with behavioral expectations. Assigned seating is designated at the beginning of the year and indicated on the *Bus Seating Chart and Emergency Roster* . The completed bus seating charts should be kept on the bus in the Bus Information Envelope. Any behavioral issues should be privately discussed with the Bus Administrator.

Bus Behavior

The following procedures will be used for mild to moderate behavioral problems that occur on the bus:

First Offense: The driver should discuss the incident in private with the student and do a follow-up report to the homeroom teacher. Bus Administrator should be emailed.

Second Offense: The driver will discuss the problem with the homeroom teacher and both the teacher and the bus driver will conference with the student. The student will receive a consequence. A follow-up will be done with the bus driver as needed. The teacher/assistant principal/bus driver will work together on strategies and also about notifying the parent about the problem.

Third Offense: The bus driver will speak with the Bus Administrator and then follow up with an email to document the incident. The teacher, bus driver and principal or assistant principal will discuss the problem and make a determination about intervention.

For persistent behavior problems and/or a serious first offense, the Bus Administrator will determine consequences as appropriate.. No student whose behavior endangers the safe operation of the bus will be allowed to use the bus for transportation.

Changes in Bus Pick-Up and Drop-offs

Requests for changes in pick-ups and drop-offs should be referred to the Bus Administrator, principal or assistant principal in writing or by phone. The student's parent(s) or guardian should make requests for bus changes. Bus drivers should indicate to parents that changes in the bus route or changes in pick-up/drop-off assignments must be approved by the principal. Changes will be made based on the space available on a bus and whether or not the change will significantly change the route time. Drivers are not to change their route without authorization of the principal for liability reasons, nor are they to change their bus pick-up or drop-off times.

Bus Changes Google Drive (Bus Board)

A form will be kept on a Google drive for recording all bus changes including students that have been picked up early from school**. Any staff member who has knowledge of bus changes should place the information on Google Drive.** All notations should be placed on the appropriate day, time stamped, and initialed. Information that should be noted on the Google Drive Bus Board includes:

1. Students who have been brought in late to school by their parents.
2. Students who have been picked up early from school.
3. Students who will not be riding the bus in the afternoon (for any reason).
4. Students who are going to be absent from the bus on a specified date.
5. All route changes.

All drivers and teachers should check the bus change Google Drive Bus Board sometime after 2:10 P.M. The PM Bus Lot supervisor will also check Google Drive prior to going to the bus lot in order to have any information needed to assist with P.M. loading. Class Teachers should also check the Bus Board. No changes will be accepted after 2:00 by the front office.

Impeding A School Bus

NC Statute 14-132.2 States: Willfully trespassing upon, damaging or impeding the progress of a public school bus.

a. Any person who shall unlawfully and willfully demolish, destroy, deface, injure, burn or damage any public school bus or public school activity bus shall be guilty of a Class 1 misdemeanor.
b. Any person who shall enter a public school bus or public school activity bus after being forbidden to do so by the authorized school bus driver in charge thereof, or the school principal to whom the public school bus is assigned, shall be guilty of a Class 1 misdemeanor.
c. Any occupant of a public school bus or public school activity bus who shall refuse to leave said bus upon demand of the authorized driver in charge thereof, or upon demand of the principal of the school to which said bus is assigned, shall be guilty of a Class 1 misdemeanor.
c1. Any person who shall unlawfully and willfully stop, impede, delay, or detain any public school bus or public school activity bus being operated for public school purposes shall be guilty of a Class 1 misdemeanor.

Use of School Buses during the School Day

School buses are used during the school day for inclusion activities, vocational training and community-based instructional activities. During these activities, the bus is driven by a teacher or teacher assistant. At the beginning of each school year, a master schedule will be developed assigning buses to classrooms for use based on the number of seats and wheelchair hook-ups needed for safe transport. It is important that staff using a bus during the day ensure that the bus is left in good order for the PM route by doing the following things:

- If the windows are up – leave them up. If the windows are down – leave them down.
- Do not leave any food or drinks on the bus.
- Place all trash in the bus trashcan or take it with you when exiting the bus.
- Do not leave personal items on the bus (e.g. coats, books, pencils, papers, etc.).
- If Sure-Locs are borrowed from another bus – Return them to the original bus.
- No harnesses should be moved.
- Make sure Sure-Locs are wound up and not left out on the floor.
- Always bleed the brakes down.
- If there are any problems with the bus – notify the office and bus driver immediately upon

returning to the school.
- Always leave things the way they are found.

End-of-Day Bus Route Procedures
When a driver and monitor return from the afternoon route, the bus book and keys should be returned to the designated area. All bus drivers should do a final thorough check of their buses prior to leaving the bus lot to ensure that all children have been unloaded. Even though a monitor may check, it is ultimately the **driver's responsibility to conduct the final check**. This ensures that no student has fallen asleep or is hiding on the bus. It also ensures that students have safely been delivered.

Food Service

Breakfast

Breakfast will be served from 8:00 A.M. – 8:30 A.M. Students arriving later than 8:30 will not be served breakfast unless the tardiness is a result of mechanical difficulties on the bus. Teachers will need to pick up breakfast for students not able to pick up their own breakfast or for students who arrive late.

Diets

Students requiring a special diet will need a *Specialized Healthcare Procedures form* completed by a doctor. A *Medical Statement for Students with Special Nutritional Needs for School Meals* may also be used. Other students will have the opportunity to go through the lunch line and make their selections. Cafeteria staff will prepare all special diet orders. No other staff should modify meals for students.

Mealtime Incident Report

Due to a variety of cognitive and physical disabilities, there are many students at North Shelby on specific feeding programs in order to maintain their nutritional status, to increase their nutritional status, or to reduce the possibility of choking incidents. Even with specialized feeding programs, students may still have incidents during mealtimes. In the event of a mealtime incident, staff are to complete a Mealtime Incident Report (See Forms for the Mealtime Incident Report)

Lunchroom Rules

It is important that lunch be a relaxed and enjoyable time. All staff should enforce the rules listed below while students are in the school cafeteria/gym. Appropriate consequences should be given for rule violations.

1.Students should enter the cafeteria in an orderly and quiet manner.
2.Trays should be carried with two hands.
3.Chairs should be lifted in and out.

4.Good table manners should be used at all times.
5.Students should keep their hands to themselves.
6.Once a seat is chosen students should remain in that seat for the duration of the meal - no table hopping.
7.Students should not yell, laugh loudly, or become disruptive while in the cafeteria.

Lunch Absences Due to Special Events/Field Trips

If a class is going to be absent from the cafeteria for lunch, the teacher should give the cafeteria staff a minimum of one week's notice using the *Lunch Absence Form*). Since the cafeteria plans the meals several days in advance, it is important for them to know of absences involving large groups so that measures can be taken to prevent preparing too much food for a specific day.

If bag lunches will be needed for a field trip, the teacher should complete a *Child Nutrition Field Trip Request Form* a minimum of two (3) weeks in advance and submit it to the cafeteria staff. Teachers planning field trips may use the North Shelby coolers for the ice and drinks.

Student Information and Records

Publication of Pictures and Video

The *Student Permission form* is signed on an annual basis by parents/guardians. The *Student Permission form* obtains permission for student participation in many activities (e.g. in-county field trips, Family Life Education, etc.) including permission for a student's picture or videoed image to be used in promotional and publicity activities related to North Shelby. There is also an annual Permission *to Publish form* to be signed by parents.

Changes in Student Information

It is imperative that the latest student information be maintained at all times. All changes in student information must be entered into PowerSchool. If a student has a change in address, telephone number, mode of AM/PM transportation, disability category a *PowerSchool Change Form* should be completed. Copies should be given to the data manager who makes changes in PowerSchool.

Kindergarten Health Assessment Report

By age five, all students must have a Kindergarten Health Assessment Report completed by a licensed physician. The assessment can be completed prior to age 5 and must be on file at the school no more than 20 days after the student's fifth birth date. The *Kindergarten Health Assessment* includes information on immunizations, vision, hearing, and overall health condition .

Exceptional Children's Records

Teachers should refer to the Cleveland County Schools Website and click on the Employee Portal to access the CCS Procedures and Best Practices Forms/ and Procedures for information related to EC procedures and records for Exceptional Children procedures and forms.

LEA Representatives

Administrators and compliance case managers will serve as LEA's for IEP meetings on the

campus of NSS. It is important that teachers check all schedules and email these staff to verify that one can attend the IEP meeting. If an administrator is unable to attend the meeting, the meeting will need to be rescheduled. If a meeting is planned and all participants are available, but no LEA, the meeting will have to be canceled. It is imperative that you check with administrators before you plan a meeting.

Cumulative Folders

Every student should have a cumulative record. These records should be kept in alphabetical order in a locked file cabinet in the front office. Cumulative records shall not be left in an unlocked classroom or office where unauthorized persons may have easy access. Cumulative records may not be taken off the school campus. It is imperative that all teachers who have the student in their room read the cumulative record. Just because the student is not in your homeroom, does not mean that you are not responsible for what is stated in the record. If you see that student anytime during the day, you should be familiar with what is in their cumulative folder.When a new student enrolls, the cumulative folder will be requested from the former school and combined with North Shelby's format. North Shelby will use the Cleveland County Schools Cumulative folder divided into five (5) sections using large paper clips. The sections are as follows:

A. **Academic Section**
1. Report Cards: These should be in chronological order. Please make sure that copies are maintained of all report cards.
2. Standardized Testing Information: Copies of EXTEND 1 score sheets and information sent from previous schools. Testing labels are placed on the CCS testing label page.
3. Any other information related to the child's academic performance, including medical exemptions for state testing.

B. **Health Section**
1. Permanent Health Records
2. Immunization Record (should be attached to the inside of Health Card with a paperclip and recorded on the front)
3. Growth Charts: All students should have their height and weight checked in October and April, the results recorded on the growth chart. Male students should have a blue chart and female students should have a pink chart.
4. Kindergarten Health Assessments
5. Medical Homebound Documentation
6. Medication Administration Documentation sheets, medication permissions and other information related to the student's medication
7. Specialized Healthcare Procedure Permissions
8. Seizure calendars
9. Previous Emergency Medical Authorizations
10. Physicals (e.g. Special Olympic, Hearts and Hooves, etc.)
11. Other medical information (e.g. doctor reports, discharge summaries)

C. **Personal Information**
1. Blue Information Sheet: Complete in pencil and keep updated.
2. Initial Data Entry Forms
3. Past NSS Information Sheets

4.Past NSS Permission Forms
5. State mandated permissions/information forms (e.g. Home Language Survey, etc.)
6.Internet Permission for Pictures/Student Work
7.Internet Denial Form (if sent back by parents)
8.Behavioral Intervention Forms
9.North Shelby and Other Permissions

D. **Attendance Records**
1.Attendance Reports
2. Attendance Notices – 3, 6, and 10 day notices
3.Truancy Letters

E. **Correspondence**
1.Release of Information Forms
2.Parent Letters/Agency Letters
3.Suspension letters
4.Parent Agreements/Student Contracts
5.Partners in Education Agreements
6.Other correspondence related to the student

F. **School Pictures**-Staple pictures (proofs) to the back inside cover of the folder.
G. **Social Security Card**- Paperclip copies of the social security card and the birth certificate to the inside back cover of the folder.

Permanent Health Records

The purpose of the permanent health record is to ensure continuity of care for students and to provide legal documentation of services rendered. The health record contains pertinent data concerning the student's health and should be an integral part of the cumulative record which accompanies the student throughout his or her school career

Required Immunizations before School Entry

Immunizations are critical to the prevention of communicable disease in school aged children. The North Carolina General Statutes (G.S. 130-A-152(a)) require immunizations for every child present in this state. Below is a summary of the **vaccines that are required before school entry**.

Vaccine	Number of Doses Required
Diphtheria, tetanus, and pertussis	5 doses (5th dose not required only if 4th dose was given on or after 4th birthday)
Polio	4 doses (4th dose not required only if 3rd dose was given on or after the 4th birthday)
Measles	2 doses
Mumps	2 doses
Rubella	1 dose
Haemophilus Influenza type B (Hib)	1-4 doses (Not required after age 5 years)
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	1 dose

A booster dose of Tdap vaccine is required for all children who are entering the 6th grade on or after August 1, 2008, if five years or more have passed since their last dose of tetanus/diphtheria toxoid.

There are two exemptions to required immunizations:

1. **Medical Exemptions**- An exemption is permitted for medical reasons when a physician determines that an immunization is or may be harmful to a person for a specific reason. Valid medical exemptions must be written and signed by a physician licensed to practice in North Carolina.
2. **Religious Exemptions**- Parent(s) or guardian(s) who have a bona fide religious objection to immunization requirements must place a signed statement on file in the student's permanent record. An objection based upon a "scientific" belief (ie. A foreign substance may be harmful) or non-religious personal belief (ie. Clean living) is **not considered to be a religious exemption and is not allowed under North Carolina law.**

No child shall be permitted to attend school unless a certificate of immunization indicating the child has received the immunizations required by G.S. 130A-152 is presented to the school. If on the first day of attendance the child does not present a certificate of immunization, the principal or designee shall notify the child's parent/guardian or responsible person.

This parent/guardian or responsible person shall have 30 calendar days from the first day of attendance to obtain the required immunizations for the child. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, and/or the Health Department, additional days may be allowed in order to obtain the required immunization.

At the end of the 30 calendar days or extended period, if the required immunizations have not been obtained, the student shall not be permitted to attend school until required immunization has been obtained. No child will be required to have any immunization if the child's parent/guardian objects in writing on the grounds that it conflicts with the parent's religious beliefs, or if the child's physician certifies that the required immunization is or may be detrimental to the child's health.

Immunizations – Garrett's Law

North Carolina General Statute 115C-47 (Garrett's Law) mandates that school systems provide parents and guardians with information concerning Meningococcal Meningitis, Influenza, Human Papillomavirus, and the vaccines available to help prevent these diseases (See Forms for Immunizations - Middle School). The following is the information provided in the Parent Handbook. For more information on these and other vaccine preventable diseases, go to the following websites:

- www.immunizenc.com
- www.cdc.gov
- www.dhhs.state.nc.us

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Discipline

School Wide Rules

It is the philosophy of North Shelby that many behaviors are an attempt by the child to "communicate" a need, preference, desire, or opinion. Behaviors serve a function for individuals and staff should use functional analysis of behavior to determine what functions certain behaviors are serving for individual students. Disruptive and non-compliant behavior negatively affects efforts to carry out a quality educational program. All staff should encourage students to exhibit behavior at school and in the community that will assist them in interactions with other individuals.

Teachers are expected to establish classroom behavior management programs. Students should be made fully aware of all school rules and classroom rules. Rules should be reviewed frequently and should be posted prominently within the classroom. Class rules should be written in a positive manner, stating what the student should do versus what the student should not do. Following are general school rules which all students are expected to follow while on the school premises, during school sponsored activities, or any time or place when the student's behavior has a direct and immediate effect on maintaining order and discipline in the schools:

1. Students should be where they are supposed to be, doing what they are supposed to be doing, when they are supposed to be doing it.
2. Students should do as asked pleasantly and promptly.
3. Students should keep their hands and feet to themselves.
4. Students should walk quietly while in the building.
5. Students will uncover their heads and eyes while in the building (e.g. no hats or sunglasses).
6. Students will wear shoes to school.
7. Students should only bring items to school that are directly related to learning.
8. Students should exhibit good manners and a positive attitude.
9. Students should strive to assist in maintaining a safe and orderly school environment.
10. Students will exhibit behavior that is conducive to learning.

Physical Intervention

According to public school law school personnel may use "reasonable force" to maintain discipline. All NSS staff will be trained in Nonviolent Crisis Intervention.

Each time physical intervention is used, a *Documentation of Physical Restraint* must be completed and filed with the principal. If a child should be injured in any manner during the physical intervention sessions an *Incident Report – Use of Seclusion or Restraint* must be completed with copies given to the parent, principal and CCS Crisis Intervention Coordinator. If a teacher expects that physical intervention will be necessary to prevent harm to a student or teacher at any time, the IEP team should be convened to conduct a functional behavioral assessment and develop a Behavioral Intervention Plan according to EC guidelines.

The use of a behavior intervention plan to document procedures needed to assure safety to students is a means of protecting both students and teachers. Delineation in the IEP team meeting of the physical procedures that may be used is recommended. Creating a climate of frank discussion of physical interventions before or as soon as necessary promotes the trust needed for

effective team intervention. If a physical intervention is used and has not been described in the IEP team meeting and on the behavioral intervention plan, the school team should contact the parents promptly and offer the option of convening a team meeting to review, adjust or develop a plan.

Staff will maintain continued certification in physical intervention strategies. Staff not formally trained should refrain from providing physical intervention unless it is to stop injury to others, obtain dangerous objects, provide self defense or protect a person or property.

Student Attendance

School attendance and the social wellbeing of students are vital and essential to the educational process. It is the responsibility of the principal and the homeroom teacher to know and understand the reason for a student's absence from school. This can be accomplished through contact with the parent/guardian. Chronic absenteeism and truancy are usually symptomatic of educational, social, or emotional maladjustment. For the benefit of the student and to enforce the Compulsory Attendance Law, staff must utilize the resources available through student support services and community student service agencies. "Curing" chronic absenteeism requires the cooperative efforts of the home, school, and community agencies and as a last resort the judicial system. Teacher responsibilities related to attendance include:

- Encouraging good attendance by communicating in a positive manner with the students the importance of school attendance.
- Identifying attendance problems early, so contact can be made with parents/guardians.
- Maintaining an accurate record of all parent contacts concerning attendance.
- Conducting effective parent conferences concerning attendance by expressing genuine concern, verifying the reason for the absences, encouraging improved attendance, and providing rationales for good school attendance.
- Collecting and maintaining a file of notes related to student absences and accurately coding the reasons for absences. Teachers may give parents the *Parent Excuse for Absence Form* to use when their child is absent from school.
- Informing the principal when unable to make contact with parents concerning student absences.
- Informing the principal when a student has an unexcused absence.

Attendance Procedures

1. Initial contact by teacher: Early intervention by school personnel can improve attendance before it becomes a problem. Teachers should be alert to problem cases and contact parents and the principal without delay. The results of the parent contact should be documented.
2. Codings: Teachers should make every attempt to ascertain why a student is absent prior to coding. It is recommended that any student who does not have a legitimate excuse for being absent be coded unlawfully absent, whether or not it is the student or the parent who is actually responsible for the absence (e.g. rainy weather, oversleeping, missing the bus, etc.).

Excused/Lawful Absences

- Illness or injury which makes the student physically unable to attend school. When

cumulative absences exceed 10 days due to illness or injury, a statement from a physician is required to excuse an illness. Students with documented chronic or serious acute health problems will be exempt from this policy for excused absences resulting from health problems.

- Isolation ordered by the State Board of Health or C.C. Health Department.
- Death of an immediate family member.
- Medical, dental or other appointments with a health care provider. If possible, parents should be encouraged to schedule these appointments during non-school hours.
- The student is party to or under subpoena as a witness before a court or administrative tribunal.
- Religious observance, as suggested by the religion of the student or the student's parents.
- Participation in a valid educational opportunity, such as travel, with prior approval from the school principal.

3. Questionable Excused Absence: When a student has absences that are excessive or disproportionate to the reasons given, a conference with the parent is suggested. In cases of chronic or suspected "illnesses", the school nurse may be asked to intervene. Also, the principal may request a doctor's statement verifying the reported illness.
4. Record of Parent Contacts: The teacher shall keep a record of all parent contacts and conferences. The principal will keep a record of all notices of absences sent to parents. The *Truancy Intervention History* should be used for recording truancy interventions. This form will be used in mediation and court.
5. Reports to School on Attendance Visits: The guidance counselor will assist the teacher and the principal when needed to make parent contacts, home visits, or to arrange conferences to discuss absences. Again, the initial contact by the teacher is essential.
6. The teacher or principal shall make every effort to contact the parent on the first day of the absence: If there is no contact by the second day, the principal shall be notified. If a student who is already identified as an "attendance problem" is absent and the teacher or principal is unable to contact the parent by phone, a home visit will be made.
7. Three unlawful absences: When a student has three unlawful absences, the parents will receive a phone call and a letter.
8. Six unlawful absences: After six unlawful absences, the parent will be notified by mail that he or she may be in violation of the North Carolina Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under established policies of the state and local school board.
9. Ten Unlawful Absences: After ten unlawful absences, the principal shall notify parents by certified mail of the absences and of possible pending court proceedings.
10. Initial Legal Action: The school guidance counselor shall review all records, contacts, and conferences. A first step of mediation will be initiated. At a later time, if the mediation process is unsuccessful, a complaint will be filed with the juvenile intake counselor alleging that the child is habitually absent from school without a valid excuse.

Homebound Attendance

Teachers that have homebound students on their caseload will be responsible for homebound for that student. As long as a student is receiving services on a regular basis, the

student should be counted present on a daily basis.

Instructional Issues

Planning for Instruction

Each teacher is expected to maintain lesson plans in each assigned instructional area that lead toward student achievement and relate to IEP goals/objectives, the extensions of the Common Core, curriculum guides, the board's curricular goals and other standards set forth by the NC-DPI. Teachers may choose their own format for the lesson plans as long as it includes all the information needed to ensure effective instruction. Lesson plans will be checked during classroom observations. The following criteria should be followed regarding lesson plans:

1. Daily lesson plans should be accessible to the principal.
2. Detailed daily lesson plans shall be provided for substitutes.
3. When planning lessons, teachers must consider:

- specific outcomes and objectives which relate to the curriculum
- planned activities, instructional strategies and special materials
- activities to address individual student needs
- assessment/evaluation criteria
- evidence of curriculum alignment and continuity of the instructional program

Management of Instructional Time

Each teacher should design a classroom schedule that maximizes the use of instructional time. Any interruption or activity that takes away from instructional time should be avoided. Activities should be designed that focus on the accomplishment of student goals and objectives. Teachers should take advantage of incidental learning and teachable moments. In addition, staff should incorporate individual student objectives into routine activities in order to ensure generalization and contextual teaching.

The use of recreational videos is discouraged unless they are being used for a specific purpose (i.e. reward for good behavior) or as an instructional tool (e.g. part of a unit). Field trips should also be planned around instructional topics or to give students an experiential base related to learning.

Classroom Schedules

Each teacher is expected to follow his/her *Class Schedule* . Teacher assistants and substitutes should maintain a copy of this schedule in the classroom. A copy should be posted outside of the classroom.

Curricula

All North Shelby School teachers will use evidence-based curricula designed to ensure that all students obtain the academic and functional skills needed to function as independently and productively as possible. North Shelby links instruction to the Common Core and Essential

Standards through the Extended Standards (can be downloaded from www.ncpublicschools.org under the Curriculum Section) developed by NC-DPI and supports instruction with various functional curricula. All grade levels implement specific reading and math programs appropriate to the age and abilities of the students.

Graduation

A student must graduate in May of a given year if he or she has completed the credits to receive a graduation certificate by age 18. A formal graduation ceremony is held each May for the purpose of providing recognition to the graduates.

Homework

Homework can be an effective means of developing school-home relations and the acceptance of shared responsibility for the student's education. Homework assignments should be made with care, keeping in mind the maturity levels of students, their total growth and development needs, the demands on their time for non-school activities, and the availability of the materials and resources that may be needed to complete the homework assignment.

Homework shall be a part of the instructional experiences of each student. The teacher shall carefully plan and periodically evaluate homework regarding its purpose, appropriateness, and timeliness. Students should be encouraged to read for pleasure and to engage in other appropriate learning experiences outside school hours.

Homework assignment records should be maintained. The completion of homework should be considered when assigning report card grades. The completion of homework in a timely and accurate manner should be related to the character trait of responsibility and also to future employment expectations. Students should be rewarded for the timely completion of homework assignments.

Report Cards

Report cards will be sent home on a schedule designated by the system calendar. Report cards will reflect on IEP goals/objectives and curriculum. Teachers should maintain a record of grades assigned. At the end of year, a copy of the report card is placed in the Academic Section of the cumulative record and attached to the IEP to document progress.

Student Internet Usage

North Shelby School provides Internet access to students as an educational resource. In accordance with federal law the school system uses Internet content filtering and has procedures in place where necessary to further block accessibility to language and visual depictions that are obscene, lewd, pornographic, or harmful to minors. Students are granted access to the Internet automatically. However, Internet access is considered a privilege and may be revoked at any time by school administration. Parents or legal guardians may deny access to their child at any time through completion of an *Internet Student Acceptable Use Policy and Internet Access Denial Form* .Unless this form is on file, a student has permission to use the Internet. In addition, parents must sign a permission prior to student work or student pictures being posted on the Internet using the *Internet Permission to Publish Pictures and Student Work*.Administrators and staff must supervise student use of electronic information resources in a manner that is appropriate to the student's' age and the circumstances of use.

Alternate Assessment

EXTEND1

Students with significant disabilities are assessed in grades 3 – 8, grade 10 and grade 11 using the EXTEND1. The EXTEND1 is an assessment system in which students are assigned assessment tasks based on their grade level. The tasks are presented in a multiple choice format allowing the child to indicate their response in a variety of ways. IEP teams should ensure that appropriate testing accommodations are determined and indicated on the IEP for each student. The teacher administers the assessment with a proctor and enters the scores electronically.

Healthcare Issues

Health Care Philosophy

It is the philosophy of North Shelby that everything possible will be done to ensure that the students' health and medical needs are met in a prompt manner. Staff should be observant to student health problems and report them immediately to the school nurse. Staff should take an active role in assisting parents in obtaining appropriate medical care for their child.

Sick Students

North Shelby School coordinates with the Cleveland County Health Department in protecting children from certain symptoms of communicable diseases. If a child has any of the symptoms listed below, we ask that parents keep him/her home, or make appropriate child care arrangements. The school nurse and/or principal will assist teachers as needed in making decisions regarding sending a child home due to illness. A teacher should always consult with the school nurse or a school administrator prior to notifying parents regarding a sick child. North Shelby will always try to work with parents in a cooperative fashion to balance childcare/work issues with a sick child. This list of symptoms is sent to parents in the Parent/Student Handbook.

- **Appearance/Behavior** – unusually tired, pale, lack of appetite, difficult to wake, confused or irritable, or any type of drainage.
- **Eyes** – thick mucus or pus draining from the eye or pink eye (conjunctivitis) or eyes crusted and difficult to open (especially upon waking)
- **Fever** – temperature of 100 degrees Fahrenheit or higher. If a student has a slightly lower temperature but is exhibiting additional signs of illness he or she can be sent home. Keep sick children at home for at least 24 hours after they no longer have a fever or do not show signs of a fever, without using fever-reducing drugs (such as Tylenol or Advil/Motrin).
- **Greenish nose discharge and/ chronic cough** – if your child's nasal mucus has a color and is accompanied by a fever or coughing, sneezing, drowsiness, or general signs of not feeling well, your child may be contagious and should remain at home until the symptoms subside.
- **Sore Throat** – especially with fever or swollen glands in the neck.
- **Diarrhea** – two or more occurrences above what is normal for that child in a 24-hour period.
- **Vomiting** – more than twice within a 24-hour period.

- **Rash** – body rash, especially with fever or itching. Diaper rashes, heat rashes, and allergic reactions are not contagious.
- **Ear infections without fever** – child does not need to stay out of school but the child needs to get medical treatment and follow-up. Untreated ear infections can cause permanent hearing loss. If the child appears to be in pain he or she will be sent home from school.
- **Lice or scabies** – children may not return to school until they have been treated and are free of lice and nits. The school nurse will check children returning from absences due to lice or scabies to ensure that the treatments have been effective. Free lice treatments can be obtained from the Cleveland County Health Department located at 315 Grover Street in Shelby.
- **Severe Seizures** – If a student has a severe seizure in the a.m. prior to the bus arriving, Please DO NOT put the student on the bus. If you feel the student is able to come to school you will need to bring your child in. Also if a student has a severe seizure during the day at school, the student will be observed and a parent called if the school nurse/principal or their designee decides the student is unable to participate in the school day and should not ride the bus home due to the adverse reactions or possibility of more seizure activity.

  In addition to the above guidelines we will follow the recommendations of the Cleveland County Health Department and the American Academy of Pediatrics.

Please follow these steps if you have a student who you feel is too ill to remain at school or a child who requires simple first aid:

1. Accompany the child to see the school nurse. Notify the office that there is a sick child in your class.
2. Students who have indicated they are ill are never to be left alone.
3. If it is determined by the nurse or school administrator that the student should go home, the teacher or the nurse should contact the parent and explain the child's condition and symptoms. The parent should be asked to come and pick the child up from school immediately..
4. All accidents must be reported immediately to the office. Parents should always be contacted by phone or note concerning student accidents (e.g. cuts, bruises, bumps, scratches, bee stings, etc.). All accidents should be documented in writing on the *Student Accident Report* **.**
5. Toileting accidents are never a reason to send a child home (unless it is a situation involving an upset stomach). Teachers may use the shower area to help students clean up after accidents. Additional clothes should be kept in the classroom.

Head Lice

When a question about head lice comes up, please find the school nurse and discuss the procedures and process that needs to be followed. If the nurse is not present, locate an administrator.

Child Abuse and Neglect

School personnel should constantly be on the alert for observing changes in students, which might indicate abuse and neglect. Any school employee who has reasonable cause to suspect that any child is being abused and/or neglected or any person having knowledge that any child is an abused child must by law immediately report their suspicions/knowledge to the principal and/or guidance counselor so a report to the proper authorities can be made. The principal and/or school counselor will work with the employee to make a report of child abuse and neglect to the Cleveland County Department of Social Services. All reports are anonymous. Documentation of all reports made will be filed at Cleveland County Department of Social Services, the school, and the central office.

Medication Administration

Pursuant to G.S. 115C 307(c) and 115C-375.1 school employees may administer medication, including over-the-counter medication, when prescribed by a doctor upon written request of a student's parent or guardian. Only school personnel, parents, or guardians will be allowed to administer medicine to a student during the school day. It is the parent or guardian's responsibility to alert school personnel to any possible adverse reactions to medication. The first dose of any medication must be given at home to help prevent an adverse reaction occurring at school. Staff will receive training for medication administration and documentation.

School personnel will not deliver any specialized health service or provide special diets for a student unless the school has received an *Authorization for Specialized Health Procedures and Special Diet Orders.* This form is completed and signed by both the parent/guardian and physician. This form will be included in the beginning of the year student packages.

Seizure Documentation

1. All students who have a diagnosed seizure disorder should have a *Seizure Report Flow Chart* placed in a green folder marked Seizures. The student's name should be at the top of the form along with the name of the teacher, the assigned class, student's DOB and the school year. Each "Seizure Report Flow Chart" has enough space for 12 seizure episodes.
2. Any time a student has a seizure, documentation should be noted on the "Seizure Report Flow Chart". The documentation should include:

    A. Date of the seizure
    B. Time of onset
    C. Total time student was involved in the seizure
    D. Checks beside any section including information relevant to the student's seizure activity. These sections focus on observations before the seizure, observations during the seizure, and observations after the seizure. This information can be helpful to physicians as they make medication adjustments/changes.
    E. Signature (the person observing/documenting the seizure should initial the bottom of the entry and sign/date the bottom of the flow chart)
    F. Comments (the section on Responder's Notes can be used to document any other relevant anecdotal notes)

3. Any time a student has a grand mal seizure, a different kind of seizure, a seizure after a

period of being seizure-free or there are unusual circumstances surrounding the seizure activity, the school nurse and the parents should be notified.

4. The school nurse will check *Seizure Report Flow Charts* at the end of the year. Teachers will file past *Seizure Report Flow Charts* in the student's cumulative record in the Health Section at the end of each school year.
5. If students with seizure disorders are seizure free during a school year, this should be documented on the *Seizure Report Flow Chart.*

Related and Support Services

Music

Each student at North Shelby is served in a group setting for music therapy by a Nationally Board Certified Music Therapist. A typical music therapy session would include music activities to foster the development of motor, communicative, cognitive and social abilities. Music Therapy can also be used to address many of the goals targeted in the Individualized Education Program (IEP) such as the learning of academic concepts, increasing cooperation and appropriate social behavior, providing avenues for communication, increasing self-esteem and self-confidence, improving motor responses and agility, and encouraging exploration and examination of issues that impact the life of the student. By creating, singing, moving and listening to music, a wide range of cognitive, emotional and physical abilities are brought into focus.

Physical Therapy

Physical Therapy services are provided to students who exhibit deficits in the areas of gross and fine motor control that prevent them from achieving their IEP goals and accessing their educational environment. A physical therapy evaluation helps determine the type of treatment that will be provided. Some students receive therapy within the classroom in order to allow for therapeutic integration throughout the day.The students at North Shelby will be involved in physical therapy if their IEP indicates physical therapy as a related service.

Staff will be trained by the physical therapy department concerning the application of splints and braces. Best practice is for parents to apply splints/braces in the morning when dressing their child for school. The morning application by parents allows the child to go directly to his or her educational program without delay. All splints will be monitored to increase tolerance time. The main purpose of the splinting and bracing program is to increase muscle flexibility and to aid in the prevention of contractures and deformities.

Adaptive Equipment Repairs

It is of the utmost importance that wheelchairs and other adaptive/assistive equipment stay in good working order. A broken wheelchair can cause an accident resulting in the injury of a student. An augmentative communication device that is not working can prevent a child from participating in class or expressing him or herself. It is the responsibility of all staff to observe equipment for missing/broken pieces, loose parts, dead batteries, etc. If a staff person becomes aware of an equipment problem, please email the appropriate staff person as soon as possible**. If the problem must be addressed immediately, such as with a wheelchair, please follow up**

with therapy staff in person or by phone. Physical Therapy should not be called at bus loading time to address a wheelchair repair that was identified earlier in the day.

Speech Therapy

Although language development is the responsibility of all staff at North Shelby, some students exhibit specific language deficits or articulation problems that require intensive therapy. Speech therapy is provided to identify students where these services are needed to ensure students are able to meet the goals of their IEP in the educational setting. These students are seen in individual or small group sessions by the speech therapist. Other students receive speech therapy in an integrated fashion within the classroom. The speech therapist also administers speech evaluations and acts as a resource for classroom teachers.

Hearing Aids

If hearing aid(s) are sent to school, by law they must be checked daily by trained staff, first thing in the morning, before instruction begins and the check must be documented. Attempts to get the student to wear the aids (if this is an issue) must be documented. If students do not bring their hearing aids to school, documentation allows follow up with parents to discuss the need to send hearing aid(s). If aids are lost or broken, assistance should be sought from the parents, case managers, etc. to rectify the loss or malfunction of the device.

Augmentative Communication Devices

Many of the students at North Shelby use augmentative communication devices to communicate basic wants and needs and/or to participate in classroom lessons or social settings. In some cases the augmentative communication device or system is low-tech and requires minimum upkeep and programming. However, in some cases students use very costly, high-tech devices. These devices are usually obtained through outside funding sources such as Medicaid, CAP-MR, Vocational Rehabilitation or private insurance. The speech therapists work through the augmentative communication team with the classroom teacher and other related service staff to obtain the information necessary for outside funding of devices. Often it is possible to obtain "equipment on loan" to allow a student to try-out a device prior to purchase. In these cases, it is mandated that data be maintained in the classroom on how well the child was able to use the device. This data is required before any funding will be approved.

Occupational Therapy

Occupational therapy is provided to identified students as fine motor skills are needed to access their educational environment and meet their academic and vocational IEP goals. Students receive services in both individual and small group settings. The therapist works with classroom teachers to ensure the integration of occupational therapy goals into the regular classroom program.

School Counseling

School counseling services focus on the emotional well-being of the students. Students who are experiencing problems related to interpersonal relationship skills, behavior, home

situations, peer pressure, abuse/neglect, chronic illnesses, self-esteem, attendance, adolescence, etc. have the opportunity for individual counseling sessions with the school counselor. The school counselor also provides group lessons on issues related to success in school. The school counselor assists the teachers with parent contacts, home visits, agency referrals, and behavioral interventions.

Special Programs

Cost of School Activities to Students

It is the policy of the Cleveland County Schools that no student shall be deprived of participation in any required school-related activity because of an inability to pay. If a student is unable to make arrangements to pay for an activity, the teacher should consult with the principal and/or assistant principal to determine alternate means of funding.

Youths 4 Advocacy

The Youths for Advocacy Council is a program designed for secondary students who exhibit the following: good school attendance, good academic performance, good social skills, good communication skills, good behavior, and leadership skills. The students must interview with the guidance counselor and teacher sponsor and must meet all of the above criteria to be chosen. This group meets once a month during lunch time and has training in the area of advocacy skills as well as plans and organizes a variety of activities. The students assist in giving school tours and serve as excellent role models to the other students. This council is part of a Cleveland County wide council and participates in several county wide events each year.

Special Olympics Cleveland County

The objectives of Special Olympics Cleveland County is to provide students with the opportunity to develop motor skills and to provide an opportunity to participate in competitive sports against peers of similar athletic ability. A Special Olympics coordinator oversees the program with the assistance of a Management Team. All Cleveland County residents with developmental disabilities, ages 8 and older are eligible to participate in Special Olympics. At the spring track and field event athletes participate in two major competitive events based on previous pre-trials. Athletes are grouped according to ability so the competition will be fair. All athletes are awarded medals or ribbons. Local events also include: Young Athletes Program (YAP) and Motor Activities Program (MAP). Each participant also receives a Special Olympics T-shirt.

Special Olympics is a year-round program and athletes have the opportunity to participate in bocce, softball, basketball, cheerleading, soccer, golf, athletics, aquatics and alpine skiing, and snowboarding. Events in these areas are held at the local, regional, and state level.

The objective of the Special Olympic state trips is to provide an opportunity for our students to achieve success in competition with other students from across the state who have similar abilities. Athletes are chosen to participate in the state trips based on their performance in local events, behavior and social skills. Athletes under the age of 18 must have parental permission to participate. Some of the trips require spending the night at an out-of-town hotel. Staff members, along with the county coordinator, chaperone the trips and transportation is provided. All staff that participate with SO during the school year are doing so on a voluntary basis. This is a volunteer driven organization.

Pet Therapy

North Shelby provides opportunities for appropriate animals to be used for therapy. Pet therapy is used to motivate and reinforce many academic and functional instructional concepts.

Field Trips- Community Based Instructional Activities

A properly planned and chaperoned field trip can be a valuable learning experience. School-sponsored field trips should be an appropriate extension of the instructional program or the activities of co-curricular student organizations. Trips should provide significant educational value and be as productive to learning as an equal amount of time spent in the classroom.

All school-sponsored field trips must be approved in advance by the principal. The sponsor of a trip should present a plan for the proposed field trip to the principal at least ten (10) days prior to the date of the trip. Written permission of a parent or guardian must be obtained before a student may participate in a school-sponsored trip. In-county parent permission for field trips is given annually on the North Shelby Permission Form. Separate parental permissions for **out-of-county** field trips using the *Parental Consent and Emergency Information for Field Trips Form*. All out-of-county trips must be approved two weeks in advance by the superintendent or designee. Overnight and extended distance field trips will follow all general rules and regulations for field trips except requests for school-sponsored overnight and extended distance field trips must be submitted to the principal on the authorized forms at least thirty (30) days prior to the departure date for approval by the superintendent or designee. Students must have health/accident insurance coverage for all overnight field trips. Medical Emergency Authorization forms for all students should be taken on the field trip.

Field trips will be planned and approved according to the following guidelines:

- The disruption of other instructional programs and the loss of instructional time shall be kept to a minimum.
- No fee shall be charged for any field trip that is required for class credit. In no case shall a student who would ordinarily be eligible to go on a required school-sponsored field trip be deprived of the opportunity because of transportation, admission fees, or any other trip expenses. The costs of all field trips should be reasonable and pre-approved by the principal.
- Fundraising for school-sponsored field trips must comply with board policy.
- The field trip experience should be appropriate for the general maturity level of the students and must be aligned with the goals and objectives of the school curriculum or the activities of a co-curricular group.
- Nearby community sites should be utilized whenever possible in order to keep distances traveled to a minimum.
- Student safety and supervision shall be a primary consideration. Field trip requests must address plans for adequate supervision and any issues of student safety.
- Students shall be subject to the Code of Student Conduct and all board policies while on a school-sponsored field trip. All disciplinary consequences shall be available, including removal from the field trip.
- Each trip should be evaluated in terms of its value to the learning process.

An updated field trip roster shall be left with the principal prior to departure. The

supervisor of the field trip must account for all students before leaving on the trip and before leaving any site visited.

Transportation for Field Trips

Activity Buses

An activity bus from the bus garage can be used for field trips. Activity Buses from the Bus Garage must be reserved far in advance through the secretary at the bus garage. The cost for use of an activity is determined by the garage and could change based on the price of fuel. If an activity bus from the Bus Garage is used an additional $15.00 usage fee will be charged. Each time an activity bus is used a *"CCS Activity Vehicle Use Report"* must be completed.

Use of School Buses

Regular public school buses shall not be used to transport students outside the county for school-sponsored field trips or extracurricular activities. Regular school buses can be used inside the county for activities that are directly related to the curriculum and inclusion activities.

Prom

Every year students in grades 9-12 have the opportunity to attend a prom. The objectives of the prom are to provide the students with an activity similar to one provided in a regular high school and to give them the opportunity to practice social skills. The prom is chaperoned by school staff and attended by a group of students from a local high school. The prom also includes a DJ, luncheon, party favors and pictures.

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Hearts and Hooves Therapeutic Horseback Riding Program

The Hearts and Hooves Therapeutic Horseback Riding program is approved as a non-profit agency and is accredited by the North American Horseback Riding Association - NAHRA). The program is completely volunteer-driven. Hearts and Hooves focuses on three groups of students; (1) students functioning in the moderate range of mental retardation who are learning riding skills; (2) students with physical disabilities who are developing targeted motor skills and; (3) students with autism who are developing communication and social skills. Teachers provide information about their classroom curricula and individual student instructional goals using the *Hearts and Hooves Academic Infusion Form* each year to ensure the infusion of academic and communication skills into the riding lessons.

Students participate in riding sessions overseen by certified instructors at the riding arena behind the Carlos Young Building. Students over the age of 5 are chosen to participate in the program based on teacher/therapist recommendation. All riding participants must complete a variety of forms/permission required by NAHRA, prior to participation in the program. Students who have participated in the program previously must complete a *Hearts and Hooves Annual Review Form* to update information at the beginning of each school year. A medical examination including physician approval for program participation is required prior to involvement in the program and all program participants must obtain an updated physician's report every 3 years using the *Hearts and Hooves Three-Year Medical Update* .

The program is funded with United Way, grants, fundraising and private donations. A

Board of Directors oversees the program.

Library Services

A library is available to students and teachers for checking out books. Teachers also have access to instructional resources that can be checked out for classroom use. The goals for students participating in the library program include:

1. To become familiar with the layout of the library, its contents, and staff.
2. To exhibit behavior appropriate for a library setting.
3. To understand the purpose of library visits and the advantages of utilizing a library.
4. To understand and carry out the mechanics of borrowing a library book.
5. To have the opportunity to choose books that are age-appropriate and within an identified area of interest.
6. To demonstrate responsibility for school property through returning books on time and in good condition.
7. To be exposed to and develop an appreciation for a wide-range of reading areas.
8. To develop a basic comprehension of simple reference skills.
9. To be exposed to new vocabulary and ideas through orally presented stories and follow-up discussion/activities.
10. To be provided with an opportunity to experience a service routinely provided to students without disabilities.

At the beginning of the school year teachers will indicate the times of the day/week their class would like to use the library. These requests will be compiled into a schedule for library use and posted in the main office.

One-on-One Workers

Many of our students have one-on-one workers that provide services outside of the school day. In some cases, these one-on-one workers are responsible for transporting students to and from school. It is important to the smooth operation of the school that these one-on-workers abide by the school visitor rules and regulations when visiting the school.

Board Policies

• A sampling of Board Policies to be aware of:

•#5100- Code of Ethics and Standards of Conduct

•#5105 Responsibilities and Duties

•#5180- Internet Acceptable use by Employees- social media and electronic communication guidelines(handout provided to staff on August 17th @opening staff meeting)

•#5125/#5130- Harassment and Sexual Harassment

•#5170- Weapons on School Property

#5195- Dress Code

•<u>It is the employee's responsibility to be familiar with ALL board policies. Make yourself familiar with the policies!</u>

- <u>All board policies are important to you as an employee of CCS</u>
- <u>Board policies are listed on the CCS web page under board policies</u>