



Ivy Creek School

2017 - 2018

Staff Handbook

**Ivy Creek School
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**This handbook is an operational procedure manual for all Ivy Creek School staff.

I. ABOUT IVY CREEK SCHOOL

Ivy Creek School (ICS) serves the needs of students from the counties of Albemarle, Culpeper, Fluvanna, Greene, Louisa, Madison, Nelson, and Rappahannock, and the city of Charlottesville who have been identified through the special education process as emotionally disabled and in need of a specialized separate day school placement. Located in the Albemarle High School, Jack Jouett Middle School, and Greer Elementary School complex, Ivy Creek School has the capability of serving students from Kindergarten through 12th grade. In general, our students have difficulty managing their feelings, controlling their behavior, and making good choices. Often they may appear angry, depressed, anxious, unsure of themselves, and/or in need of support and understanding. They must, however, learn to appropriately manage their emotions and behaviors and to accept the expectations placed upon them. To this end, Ivy Creek staff work with the student, and those adults involved with him/her, towards finding acceptable alternatives to the inappropriate kinds of responses they often have to those emotions and expectations. To accomplish this task, we develop positive and lasting relationships, provide counseling using a variety of methods, provide instruction and learning opportunities designed to teach and enhance self esteem as a competent learner, provide enrichment activities to develop life skills and vocational interests, and provide a safe and nurturing environment.

PHILOSOPHY

We believe that each student must be allowed to progress at a rate that is appropriate to his/her own learning style and developmental level. We are dedicated to providing the students with functional learning experiences that will serve to:

- increase their sense of self-worth;
- assist in the development of trust in self and others;
- help in the attainment of academic skills that are required to be successful as students and productive adults;
- teach them positive strategies for coping with day to day personal interactions and relationships;
- teach strategies that will enable them to manage their anger and feelings effectively;
- develop vocational readiness and the skills necessary for employment;

MISSION

Consistent with our philosophy, the school strives to:

- provide a program of the highest quality which is designed to foster student success in academic learning, adaptive behavior, and social consciousness;
- provide services which will assist students in making satisfactory adjustment to the challenges created by their disability;
- hold the student's personal integrity in the highest regard and to provide the support and encouragement necessary to promote the student's sense of self-worth;
- ensure the individual student's physical and emotional safety and well-being through vigilance, sound management strategies, and a sincere concern for each child in our care;
- provide students with the kinds of information and experiences that will enhance their decision making and success in the areas of pre-vocational and vocational training;
- provide an education in the least restrictive environment which may include re-entry to regular school environments;
- provide consultation to parents and involved agencies which will help establish consistent, stable expectations and positive growth-enhancing experiences outside of school.

EMPLOYEE BENEFITS

Staff at Ivy Creek School have several benefits.

- Competitive Pay Scale
- Retirement Benefits (V.R.S.)
- Sick Leave and Personal Leave
- Medical and vision insurance

In addition, employees have the option of enrolling in several benefit programs.

- Dental insurance
- Life insurance
- Payroll deductions (e.g., 403B)
- The Employee Assistance Program

For more information about these options, contact the PREP office secretary.

II. PROFESSIONAL EXPECTATIONS AND RESPONSIBILITIES

OPERATIONAL INFORMATION

Staff Arrival Time Staff Departure Time

Monday - 8:15	Monday – 3:15**
Tuesday - 8:15	Tuesday - 4:15*
Wednesday - 8:15	Wednesday - 3:45
Thursday - 8:15	Thursday - 4:15*
Friday - 8:15	Friday - 3:15**

*The staff departure time on Tuesdays and Thursday was extended to create sufficient time for team meetings, committee meetings, and in-service(s). **To accommodate this extension, staff will be able to leave the ICS one-half hour earlier on Monday and Friday.

Staff may be required by the principal or the PREP Executive Director to stay later than the above times to address school issues or problems. The extended day may be changed to another day of the week by the principal or his/her designee, although changes will be avoided and notice will be provided as soon as possible to allow staff to plan.

Arrival/Departure

Staff members must clock in at the start of the school day and clock out at the end of the day. Staff must also clock out if they must leave during the workday, unless they are scheduled to leave with a class group and the appropriate paperwork is submitted for a Field Trip. If a staff member needs to arrive late or leave early, he/she must request permission. Permission will depend on the availability of coverage. In addition, if approved, the staff member must discuss the late arrival or early departure with his/her classroom team so the team is prepared for the absence. * Staff members are under contract to work a minimum of 7 ½ hours a day.

Summons to Court

- Whenever a staff member receives a summons to court for an ICS student, clip a note on the summons and give it to the office staff with the following information:
 - Student name
 - Legal charge(s)
 - The date of the infraction/ incident.
 - Court date
- The principal or his/her designee may accompany the staff member to court.

GENERAL JOB EXPECTATIONS

We work as a team of positive, competent, professional and caring staff to create the conditions for changing the behaviors and attitudes and enriching the lives of significantly challenged students. Staff are expected to role-model positive, appropriate behaviors and attitudes.

Positive

- Being positive implies a tendency to find something good and valuable in challenging situations.
- Attitude that is supportive
- Positive people look for and expect to find something of good value in life's circumstances, even those circumstances that bring negative effects. Positive people are not Pollyannaish or naive; that is, they do not deny the negative aspect of a situation, but they move forward to make the most and best of the situation.

Competent

- Understands what is expected
- Works to meet or exceed expectations
- Works to complete tasks on time or in timely manner
- Develops skill sets to improve effectiveness for meeting expectations
- Continues to learn from experience and training

Professional

- Be on time/ Leave on time
- Take Initiative to get tasks done
- Be respectful in interpersonal communication
- Complete assigned tasks with competency
- Read specific and general communications
- Respond to relevant communications
- Attend and participate in meetings and trainings
- Seek feedback on performance from relevant staff
- Present self in professional dress, demeanor, and speech

Caring

- A range of statements or behaviors to students that indicate:
 - acknowledgement of their challenges
 - compassion, expressing concern or interest in, being present, kind acts, comfort, nurturing, empathy,
 - support, direct and indirect helping behaviors, facilitating, instructive acts
 - trusting, be disposed to help others, stress alleviation

Enrichment Support

- Actively participate in activities
- Lead or support group activity
- Provide behavior management support

CLASSROOM OPERATIONS

Classroom Expectations

- Staff members are expected to be actively involved in the classroom at all times. Program Specialists are expected to provide help in grading students' work, actively assist instruction and documentation, administer behavior management programs as established within the classroom, and offer to aid in class preparation, as appropriate.
- Staff members should exercise good judgment about leaving the classroom for any length of time. If you must leave the classroom, you are responsible that your co-workers know your destination and/or purpose. Some considerations when leaving the class: How long will I need

to be gone? Is there enough staff in the room to provide adequate supervision? What kind of mood are students in at this time? Is there a better time to leave?

- The reading of personal materials, e.g. newspapers, magazines, and the use of computers for personal business, including access to the Internet, is to be limited to before or after work hours or at a break time in a room without students.
- Lessons should be planned to fill the designated class period so that there is as little down-time as possible. All classroom staff should know the location and content of lesson plans. Quizzes and class materials should be ready at least the day before they are scheduled in order to maintain staff in the room during instructional time.
- Documentation should be timely, clear, and as detailed as possible. These are valuable records that may be needed in future behavior planning and assessment. A major goal is to collect baseline and progress data on each student.
- Classroom rules must be enforced consistently by all staff members. Any inconsistency should be discussed the day of the problem, preferably after student hours.

Transporting Students

To transport students in a vehicle you must have a valid driver's license and be of good standing. Your standing as a driver will be determined by the PREP Executive Director and based on your current driving record. If your driving standing has changed recently as an experienced employee, or you are a new employee, check with the PREP office before transporting students to verify your standing.

Monitoring Student Progress

- The monitoring and evaluation of student progress is a vital, on-going process that requires both formal and informal assessment procedures.
- Each teacher and clinical psychologist/social worker is expected to document their students' progress regularly and to produce a comprehensive report quarterly which reflects student progress on IEP goals.
- Teachers are required to submit a grade for each class a student has taken at each quarter reporting period.

Dimensions of Student Progress

- Student's performance in relation to his/her IEP goals.
- Student's interpersonal relations.
- Student's ability to make effective decisions.
- Student's ability to sustain goal directed behavior.

Note: These are crucial elements for assessing program effectiveness.

Components of Student Progress

- Nine-week student academic reports and grades
- Nine-week IEP summaries cooperatively completed by classroom teams
- Summary of attendance data
- Progress notes that describe behaviors and insights gained
- Review of ReGrouping and Quiet Room reports
- Summary of Incidence Reports and suspension data

Fire Drills

- Fire drills will be conducted monthly but will be announced in advance.
- When the fire alarm is sounded, a staff member designated by each school should quickly exit to the street to stop or re-route traffic as necessary.

- Students should be directed to exit the school quietly and in an orderly manner to the hillside by the upper parking lot. Staff are responsible for modeling appropriate behavior during this time, for monitoring students, and for escorting students in when the signal is given to return.

Crisis Management Plan

The management of a crisis is a complex situation involving many actors. The Crisis Team will be identified as the Blue Team. The following addresses both the general and specific procedures for managing a crisis. There are key elements in managing a crisis: use of clear language, maintaining communication with relevant parties, providing adequate information for individuals to make safe choices, managing the aftermath of an actual crisis.

Crisis Team members -

1. Nicholas Smith – Principal
2. Mark Kindler – Coordinator
3. Karen Shapero Jones – Coordinator
4. Cheryl Butler – Secretary
5. Charlcie Fielding – Secretary
6. Mark Wilson – PE Teacher
7. Robert Ferguson – Job Coach
8. Kenith Halsey – Custodian

Crisis Assignments

(Numbers in parentheses represent Priority of action)

Smith or Kindler or Shapero-Jones

- (1) Call **911**, explain threat. Dr. Smith or Dr. Kindler or Ms. Shapero Jones can give the directive to call 911 or make call.

If the threat is not in the office, make the following announcement.

- (1) Announcement – **“The Blue Team should report to the office immediately.”**
- (1) Convene Crisis Team in Office – Determine type of crisis, Action Plan, Crisis Center location. Access Emergency Kit.
- (1) Make Announcement over P.A. and Radio (same time) **“All Staff, turn on your radios”**
- (1) Make announcement to staff outside of building with radio of actions they should take (remain outside, come inside, go to Jack Jouett MS library)
- (2) Position Crisis Management Team for Action and Observation.
- (3) Initiate Written Correspondence to Parents – Day of Event, if deemed necessary.
- (3) Communicate with Media, if deemed necessary. All communication goes through Dr. Smith or Dr. Elitharp unless otherwise specified.

Butler

- (1) Call **SRO** explain threat, request that they come to the school, if necessary
- (1) Call **Dr. Elitharp**, inform of issue.
- (2) Answer all phone calls –
 - *If emergency personnel call*, give complete and accurate information.
 - *If parents call*, say “We are responding to an emergency. Emergency personnel have been called to assist us. Everyone is safe. Please call back in 30 minutes.”
 - *If media calls*, say “We are responding to an emergency. Emergency personnel have been called to assist us. We will respond to information requests when the emergency is over. Thank You!”
- (2) Monitor Radio Traffic
- (2) Notify Greer, Jouett, AHS of the Crisis and our action(s).

Kindler

- (1) Manage emergency kit – If evacuation is ordered
- (1) If Lock Down, lock office door (and if possible, both lobby-hallway doors)
- (2) Monitor radio and telephone traffic
- (2) Support management of overall event
- (3) Write Correspondence to Parents with Dr. Smith – Day of Event

Other Team Members – Staff in Gym

Do not leave students unattended if Blue team is called. Notify office of necessity to remain in gym, if necessary.

- (1) If Lock Down - Secure gym doors
- (1) Monitor end of building, keep students safe
- (2) Monitor Radio Traffic

Shapero Jones & Fielding

- (2) Contact Transportation departments, if necessary
- (3) Plan Dismissal, if necessary

Blue Team Meet

Determine

- level of source and threat,
- crisis center – location in school to manage crisis event,
- what to say to 911
- content of any P.A. announcement(s)

Communication

- Do not use cell phones, telephones, or email in the event of a crisis. All communication with outside entities will come from the office or authorities until situation has been cleared.
- When radios are turned on, a class by class radio check may be initiated by the office. It will begin by office personnel stating, “Radio Check” and will begin by grade level. This is to insure that each class is communicating with the office.
- Radio call will be made to alert all of necessary information.
- Classroom phones will be used to communicate with a specific classroom.
- PA system will be used for initial announcements.
- All Clear will be announced by a known staff member coming to room, unlocking door, making an “All Clear” announcement.

Location of Crisis Management Center

There are three locations; each location has a Crisis Box.

- Ivy Creek Office
- PREP Office
- Gym Office – Mr. Wilson’s office

Radio Use

Radios are an essential element in managing a crisis.

- When turning radio ‘on’, insure radio is on Channel 1.
- Radios are to be used when out of building or out of classroom to request support, if needed.

When using Radio

- Identify who you are calling and identify yourself, “Ms. Butler, this is Dr. Smith”
- Do not use student’s full name, particularly do not use their last name.
- Be direct and specific, keep conversation brief.

Radio Codes used to communicate with office about situation; these should be on each radio.

- 0 – no threat observed, calm
- 1 – threat observed or heard.
- 2 – need assistance for medical issue
- 3 – need assistance for behavioral issue

Types of Threats and Action

1. Fire Threat

- Primary Objective is to have all persons away from the school building.
- Notify – 911, Fire Department and Alarm Company.
- **Pull Fire Alarm - All Persons leave building.** All normal activities cease.
- Close all doors as exiting building, leave lights on.
- Move to designated Fire Drill area, stand quietly.
- Persons outside of building will remain outside and congregate at designated area.

2. Bomb Threat

- Primary Objective it to have all persons away from the school building, particularly away from any bomb-like package or suspected area of bomb.
- Notify 911 - Police
- **Make Announcement: “All persons are to leave the building at this time.” Say twice.**
- All persons leave building, all normal activities cease.
- If outside building, remain out of building.
- Close all doors as exiting building, leave lights on.
- Move to designated area – Fire Drill Area, stand quietly.
- Persons outside of building will remain outside and congregate at designated area.

3. Hazardous Material Event

- Primary Objective is to keep all persons away from the noxious substance.
- Notify – 911, Building Services to turn air-handlers off, if relevant.
- All Persons remain in building, unless substance is in building and creates danger to those in building.
- No Announcement, unless ordered to evacuate. If so ordered, make announcement, “All persons are to leave the building at this time”
- All normal activities continue unless required to leave building
- Persons outside of building will come into building and return to class unless everyone is required to leave the building.

4. Tornado Threat

- Primary Objective is to have all persons situated away from exterior windows or walls.
- Notify – None
- **Make Announcement: “This is a tornado drill”. Say twice.**
- All normal activities cease, leave lights on.
- All persons remain in building and move to hallways, stand facing the wall to protect face.
- Persons outside of building will come into building to a hallway.

5. Threat Outside Building

- Primary Objective is to keep intruder from entering building and from frightening/harming persons in building.
- Notify – 911, SRO
- **Make Announcement: “This is a Lock Down.” Say twice.**
- All Persons remain in building.
- All exterior doors locked.

- Lock classroom door, close window blinds, cover door window, and turn off lights. All persons sit on floor by wall furthest from door, remain silent. All activities cease until threat is ended.
- Persons outside of building will be directed to return to building or may be directed to proceed to Jack Jouett Middle School library.

6. Intruder Inside Building

- Primary Objective is to keep intruder from entering parts of building, isolate them and/or persuade them to leave the building.
- Notify 911, SRO
- **Make Announcement: “This is a Lock Down.” Say twice.**
- All Persons remain in building.
- All interior doors locked, exterior doors locked, if possible.
- All normal activities cease.
- All persons remaining in building sit on floor by wall furthest from door, remain silent.
- Lock classroom door, close window blinds, cover door window, and turn off lights.
- Persons outside of building will congregate at designated area (Jack Jouett Library).
- All Clear will be announced by a known staff member opening the door and announcing, “All Clear”.

7. Student With Weapon

Primary Objective: To isolate student until police arrive.

- Notify Principal of issue.
- Isolate student in tutorial, conference, or Quiet Area if possible to not endanger staff.
- Notify SRO, Dr. Elitharp.
- All persons remain in building and under current activities but doors are locked. Personnel and students are kept away from suspect student.
- Wait until police arrive.
- Notify parent

8. Irate Person in Building

Primary Objective: To get person to calm down and discuss issue.

- Greet person upon entering building.
- Direct Ms. Butler to lock lobby – hallway doors to classrooms.
- Ask person to come into office.
- Secretary will contact Dr. Smith or other administrators to speak with irate person.
- All persons remain in building and under normal activities

Staff Accidents/Injuries

- Accidents that occur during the work hours (students and staff) must be documented on a Staff Injury Report Form and VSBA Workman’s Compensation Form.
- All staff injuries must be reported to the principal or designee immediately.
- Bites which result in broken skin (does not have to be serious in terms of depth, bleeding, etc.) are to be treated with the greatest sense of urgency. If a staff member is bitten they should secure the necessary medical forms; complete them; have the forms signed by the principal, his designee, or the Executive Director; and report for medical treatment immediately.

Worker’s Compensation

If injured on the job, you must complete and submit a VSBA Worker’s Comp Supervisor’s Incident Report and the Staff Injury form as soon as possible but no later than 24 hours after the accident to be eligible for worker’s compensation. Failure to do so will result in not being covered. If the principal is not available to sign off, the administrative designee or the PREP Executive Director must sign off. If simple first aid is not the most appropriate treatment, you

will be referred to PROMPT Care or transported to the closest emergency room. You are required to take an Initial Visit Medical Status Report to the physician's office and return all required paperwork immediately following treatment. Please see PREP Policy for full details.

Completion of Forms

- Respond to all questions and complete all requests for information on all forms.
- Write legibly or type information.
- Use your legal name rather than a nickname.
- Be accurate in descriptions of events, refraining from making judgmental statements.
- All forms involving students are considered legal documents and are subject to subpoena.
- In situations involving a staff member, provide the staff member's last name.
- Date all forms and reports with day, month year, time and location, if relevant.
- Use a student's name by providing student's full name (put nickname in parentheses).
- For Incident Reports, if another student(s) is involved in an incident, identify them by their initials, or first name, last initial, not their full name. A separate incident report should be completed for each student involved in an incident that would warrant an incident report.

Requests for Staff Support

- When a classroom team is in need of additional assistance due to a team member's absence through illness, appointments, etc., a request must be made to the principal or designee for the assistance. Classroom team members should not go directly to another class to recruit assistance except in an emergency situation where immediate assistance is needed. In those cases, the principal or the designee should be informed as soon as possible of the move.
- This is not to preclude situations where administrative support is unavailable. The classroom team must act in the best interest and safety for students and fellow staff members. Pulling together as a school-level team to support the needs of a classroom in need is very important. Equally important is that the principal or designee knows where staff are located.

Video/Audio Taping/Electronic Recording

- Occasionally it is necessary or desirable to video or audio tape classrooms, students or events for educational, training, performance assessment purposes, or student performances. Electronic recordings are used for improving services to the student, improving staff performance, providing evidence of behavior for parents or other professionals involved in developing plans, or for recording important events.
- Public release of any video or audio recording will not be made without prior written release from parent or guardian.

APPEARANCE, DRESS AND PERSONAL ACTIONS

A staff member's appearance, dress, and actions must, at all times, reflect an understanding and appreciation of the uniqueness of his/her position and job responsibilities at Ivy Creek.

Appearance and Dress

- Clothing should reflect your professionalism. Our dress code can be considered 'casual' so as to enable staff to work comfortably and safely. Attire should be neat and clean and should allow for the full range of motion to perform the job safely and effectively. Staff clothing and items of jewelry should be appropriate for a professional setting. Clothing or items of jewelry which cause a distraction for students or staff members or which have the potential of creating a problematic situation or response from the students or one's co-workers are not acceptable. Clothing that creates a safety problem, that hinders movement or is provocative should not be

worn (e.g., long dangling jewelry, jewelry with inappropriate symbols, or too tight or revealing clothing). Hats may not be worn in the building.

- In a casual work setting, staff should wear clothing that is comfortable and practical for work, but not distracting or offensive to others. Any clothing that has words, terms, or pictures that may be offensive to others is unacceptable. Sports team, university, and fashion brand names on clothing are generally acceptable. Torn, dirty, or frayed clothing is unacceptable.
- While there is no intent to abridge the right of individual self-expression, one's individuality and personal preferences will always be judged relative to needs and welfare of the students and the professional setting of the school.

Personal Actions

- Staff interaction with students must, at all times, be professionally sound and reflect the priorities of our mission. Abusive behaviors, either emotional or physical, or inappropriate physical contact will not be tolerated. Staff must consider carefully any comments regarding a student's, a student's family's or friends', or another staff member's behaviors. Be sure that any statements of concern are appropriate and necessary and, if so, made privately.
- Staff members are expected to serve, at all times, as role models for the students. A staff member's behavior, both on and off the job, must reflect positive legal and moral judgment.

Interpersonal/Collegial Relationships

It is expected that all staff members respect the rights, privacy, and dignity of their colleagues at all times. Instances of sexual harassment or discrimination based on age, gender, race, national origin or religion will not be tolerated and may result in disciplinary action. Any staff member who believes that he/she is being subjected to unwanted/undesired harassment or discrimination should report it immediately to either the principal or the designated staff member at PREP, who has primary responsibility in dealing with these matters.

ABSENCE FROM WORK

Expectations for Attendance

Consistent employee presence on the job promotes and maintains excellence at ICS by providing uninterrupted continuity of service by trained staff members. All staff members shall strive to maintain an acceptable attendance record so that the occasional absence will not have an adverse effect on student services. Attendance will be considered as a component of staff evaluation.

ICS recognizes that staff members may need time away from their positions to remain at home due to personal illness, and illness or death in their immediate families which require their presence. The immediate family is defined as the employee's or spouse's children, parents, siblings and grandparents. In such instances, it is PREP's desire to support the employee to manage such circumstances. It is, however, important for employees to realize that absenteeism problems hinder the efficient and effective operation of the school. Therefore, an attendance criterion is established which emphasizes that:

1. Satisfactory attendance is a minimum expectation for all ICS staff members.
2. The primary purpose of sick leave is to provide for paid time in the event of long-term illness. Employees must accumulate sufficient balances to cover this possibility.
3. Sporadic absenteeism, i.e. time lost that is not due to long-term illness, must be limited in order to maintain an effective and efficient operation.
4. When an unsatisfactory pattern of attendance exists, the problem will be identified and addressed with the employee.

Absences

- Staff members will have access to their own earned leave to be used for the purposes of personal sickness, family sickness, bereavement, and personal business or recreation. Leave time must be approved by the principal. The employee must state the purpose for which the leave is requested. The principal will periodically review personnel attendance.
- Each absence, regardless of the length or reason, is to be recorded as one occurrence.
- A record of leave/ absences will be managed and maintained at the school for all staff members. If the number and nature of absences indicates an unacceptable pattern has developed this will be addressed directly with the employee to initiate steps to resolve the problem.
- The number of leave days taken and reasons for the leave will be documented for informational purposes and the number of days will be noted on the staff members annual evaluation.
- Under the expectations for attendance policy, long-term illness is defined as missing more than seven (7) consecutive workdays and the illness having been verified by a physician. Long-term illnesses are excluded from the calculation of expectations for attendance.

The principal is responsible for monitoring attendance and judgments regarding absenteeism problems will be made by examining patterns of usage. Abuses will be handled through the normal evaluation and disciplinary procedures. When an employee exceeds the number of days earned for a year for individual or family illness or bereavement, the principal will investigate the situation and take action when necessary. Absences for educational/professional activities, long term illness, and personal/annual leave shall not be counted against this standard. Nothing in the above guidelines is meant to limit the principal in exercising discretion in applying these guidelines to an individual employee's circumstances.

Guidelines for Monitoring Expectations for Attendance

When the principal believes that an employee's attendance is not acceptable, the principal may take any or all of the following steps:

1. Counsel with the employee concerning the need for immediate improvement in expectations of attendance.
2. Establish a formal Action Plan for the employee to improve attendance. Lack of compliance with or progress on the Action Plan may result in a recommendation for dismissal.
3. Other strategies deemed appropriate by the principal.

Responsibilities of the Principal

1. Authorize (or refuse to authorize in exceptional cases) an advance request for permission to be absent. Absences for urgent personal business, bereavement, illness, or special occasions may be granted at the discretion of the principal in consultation with the Executive Director.
2. Investigate absences.
3. Deny leave payment for absences in violation of policy.
4. Impose reasonable disciplinary penalties upon staff members who have abused their leave privileges and who violate the provision of the "Responsibilities of Employees".

Responsibilities of Employees

Every staff member has the following obligations and responsibilities concerning absence and must adhere to the following:

1. Request for Leave: When the need for being absent from work is known in advance, the staff member must notify the principal as far in advance as possible on the Leave Request form.
2. Notice of Unexpected Absence: When a staff has not given advance notice finds that he/she cannot report to work, the staff must notify the principal as soon as possible, but at least 60

minutes, prior to the regular starting time. Upon returning to work, the staff must complete the Leave Request form.

3. Failure to Give Notice: Failure to give the notice required shall constitute cause for a reasonable disciplinary penalty including loss of pay. Unless an absence has been authorized in advance or an absence is unavoidable, every staff member is expected to be present and on-time for scheduled work.
4. Returning to Work After an Illness: When a staff member returns to work after absence due to illness, the staff may be requested to submit a medical release certifying the illness and that he/she is well enough to return to work. In such instance, the staff member will be advised, if possible, of the requirement prior to returning to work.

Personal leave

Guidelines for granting personal leave are as follows:

1. Written intent to use Personal Leave must be provided to the principal or designee. The staff member must submit the Leave Request form at least 48 hours prior to the expected absence. A leave request may be denied if submitted with less than 48 hours notice.
2. In the event of an emergency, the principal or designee should be notified as soon as possible. Upon return to school, staff shall submit a Leave Request form.
3. Personal leave may not be taken during the first ten (10) teaching days and/or the last five (5) contract days, including snow makeup days at the end of the school year.
4. Personal Leave, including compensatory leave, on in-service days or immediately before or after a holiday or vacation will not be granted except for compelling reasons. A school holiday is defined as a time when schools re closed for students and teachers exclusive of normal weekends. Approval from the principal with final approval by the PREP Executive Director is required.
5. No more than one (1) staff member will be approved to use Personal Leave on a single day except in extraordinary circumstances.
6. Exceptions to these guidelines may be granted with the approval by the principal. A written request from the employee for an exception must be made to the principal. The decision of the principal may be appealed to the PREP Executive Director.
7. Staff is reminded that it is not unusual for school to be extended beyond the last scheduled student day due to cancelled school days. Staff is encouraged to not arrange vacations immediately following the last scheduled day of school. Requests for leave shall be denied if the school year is extended.

Sick Leave

- It is recognized that certain absences from work are unavoidable. In such cases, the return to work at the earliest time commensurate with good health, safety and reasonable personal consideration is an expectation. Sick leave is provided as a safety net for staff or family members in case of illness. It should not be taken unless needed.
- Staff has two (2) days of sick leave to be used for medical appointments. This can be no more than eight (8) visits. If additional medical appointments are required, doctor documentation may be required.
- If a staff has a long standing and intermittent need to visit a medical doctor during work hours, a letter from the doctor will be required to provide Family and Medical Leave. This must be discussed and approved by PREP Executive Director.
- If pattern (3 or more) medical appointments occur within a short period of time (two weeks), a doctor's documentation may be required.
- Upon return to the workplace, the staff member must complete the Leave Request form and submit it to the secretary within one working day of return.

Pre-approved Flex Time

- The principal or PREP Executive Director may grant credit for time used to complete special projects beyond the regular work responsibilities and normal number of working hours.
- The awarding and amount of flex time must be determined prior to the activity for which it is earned and a Certificate of Employee Flex Time form must be completed.
- The request to use flex time must be submitted to the principal or designee at least 48 hours in advance of the day(s) being requested.
- Flex time up to the equivalent of one day (7.5 hours) must be used within 30 days of its being awarded.
- When the number of flex hours exceeds the equivalent of one day, the additional time above 7.5 hours must be used within 60 days of its being awarded.
- Use of flex time over two or more consecutive days is discouraged but will be considered on an individual basis.
- The principal or PREP Executive Director may require that non-student days be used to satisfy any flex time due the staff member.
- Flex Time cannot be carried over to the following year.

General Leave Use

- Staff members must contact the principal or designee as early as possible if illness or medical conditions will require absence from work, but not less than 60 minutes before work is to begin. Notify the principal on the mobile phone (434-962-9993) between 5:30 – 8:00 a.m., at home (434/ 979-1766) from 6:00 to 7:00 a.m., or at work (434/ 975-9420) after 8:00 in the morning. Also feel free to call before 9:30 pm in the evenings.
- When possible, all types of appointments should be scheduled to not conflict with school hours. Early morning or late afternoon appointments are preferred.
- Upon request to the principal of the need to take a day off work, the type of leave being requested should be identified as Personal or Sick Leave.
- All requested leave, not related to illness or health, will be considered Personal Leave.
- Late arrival or early leave without prior approval may result in disciplinary action.

Outside Employment

While working at ICS, staff are expected to devote their energies to the task at hand. It is acknowledged that various staff members have outside employment. However, when at work, certain situations should not occur. These are:

- conflicts with work schedule, duties and responsibilities,
- impairs or has a detrimental effect on work performance (sleepy/ inattentive, dual relationships, etc.), or
- conducts work and related activities during work hours.

** Coaching staff must discuss all time off/ early dismissal with administration at the earliest possible time and then, if approved, reconcile time off arrangements with their school and classroom team after approval and in the week prior to any time off or early dismissal. It is expected that the employee will document approved time off and make arrangements to make up any time missed.

Staff Break Time

- All staff is afforded two, 10-minute breaks daily. It is important for staff to have a break from the routines of the day to recharge themselves.
- Leaving the classroom is contingent upon the stability of the group. If the classroom situation would require attention, staff may not take a break at that time.
- Each classroom will decide at what times each staff will be take a 10-minute break.
- The break times may be posted in the room for students and staff to see. This is to support a level of predictability for all class participants.
- Secretaries, clinicians, PE teacher, and administrative coordinators will also take breaks.
- Break times can be used to make personal phone calls, take care of personal business, or to recharge.
- Staff may not leave campus during breaks.

COMMUNICATIONS

Use of Telephone

General

- Use of the telephone for personal business is not permitted between 9:00 a.m. and 3:06 p.m. except in the case of emergency, if an exception is requested for specific reasons and granted, or if a staff member is on a break. This includes use of cell phones and texting.
- The classroom telephones are to be used for school-business except in the case of emergencies. Telephones in the classrooms are not to be used for personal calls. If a personal call needs to be made, it can be made outside the instructional area from a school telephone or cellular phone. Calls can be made before/after school or during lunch, or break. If a message is received in the office that is an emergency (immediate health issue of family member, disaster, or issue of safety) or urgent (a personal issue needing immediate attention), the staff member can be excused from the class to take/make a call. Calls should be as brief as possible. If the staff member is an active Emergency Medical personnel they must inform the principal in writing of their need to have a pager or cell phone on and for what reason.

Incoming and Outgoing Telephone Calls

- All incoming personal telephone calls will go through the office secretaries.
- Telephone calls should not be directly received or made from the classroom, either on school telephones or cell telephones. The exceptions are a student needing immediate contact with a parent without other students present, staff talking with a parent while students are away from the classroom, ordering lunch or reporting needed non-confidential information without interfering with instruction, or taking an emergency call.

Messages

- Secretaries will receive all calls and route calls to staff as appropriate or take messages. This is to minimize disruptions to classroom instruction.
- The classroom will be contacted immediately;
 - to determine staff availability or to inquire about a convenient time to call back if the call is school related.
 - in the case of an actual emergency. Secretaries have been directed to ask if the message is urgent or an emergency, and the nature of the emergency. If it is urgent, a message will be delivered to classroom within 5 minutes. Secretaries will be responsible for delivering messages to the person.
 - if they have been informed previously of an important expected personal call (call from doctor, spouse, etc.). They will take messages for all other personal calls.
- If an incoming call is not an emergency or urgent, an email may be sent to you regarding the call or a note will be placed in your box. You should check your emails and mail box daily. You may inform the secretary of your preference on how to deliver messages.

Use of Technology

- Internet and computer network and non-network access is available to authorized students, teachers, and other staff at ICS. The primary goal for technology use in education is to promote educational excellence by facilitating resource sharing, innovation, and telecommunications. However, some world-wide resources available on the Internet are not of educational value in a school setting.
- Use or transmission of any material in violation of any United States or state law is strictly prohibited. Also prohibited are the uses or transmission of the following: material protected by federal or state intellectual property laws; copyrighted material; licensed material; threatening, harassing, or obscene material; and/or pornographic material. In addition, it shall be prohibited to access, attempt to access, use, or attempt to use the Internet or other computer network or non-network facilities for any other unauthorized purposes, including but not limited to commercial activities, introduction of viruses, and manipulation or corruption of systems, files, and other related resources.
- Use of the Albemarle County Public Schools' Internet and computer facilities is a privilege, not a right. Inappropriate use may result in an immediate termination of access and other privileges relating to use and may also result in disciplinary action as well as potential civil or criminal liability and prosecution.

Use of Radio

Radio communication is essential to the smooth operation of the school by providing support to staff. Follow the procedures listed below when using a radio. Each classroom has a radio. Be sure to turn off the radio before placing it in the recharging unit at the end of each day.

- When turning on the radio, do a “radio check” to insure it is working.
- If you hear the words, “radio check”, respond.
- Radios are to be used to support supervision and safety.
- Staff is required to take a radio when leaving the building in the local area, e.g. playground.
- When a staff member follows a student who has left the building, the staff member should communicate to the front office staff their location and any issues.
- When communicating on the radio,
 - identify yourself when beginning communication
 - identify the person you are attempting to communicate with
 - use short sentences
 - do not use student last names
 - when asking for support, identify yourself and your location

Correspondence Responsibility

Email and your mail box are a primary means for communicating between the administration/office staff and the general staff.

All staff are required to:

- Check email regularly, at least once per day, to insure that information is known in a timely fashion.
- Email should be deleted or placed in folders regularly to insure adequate space for future emails.
- Check mailboxes daily for messages and information.
- Mailboxes should be cleared of all material at the end of each week. They should not be used to store material or equipment.
- Check the ICS calendar regularly to insure you are aware of scheduled events/ meetings. Check calendar when making personal appointments to insure they don't conflict with attendance at meetings and trainings. You are responsible for conflicts in scheduling.

Reporting Forms

The use of the standard forms for reporting behavior management processes are the Incident Report, Seclusion logs and Regrouping forms. Upon completion, these forms should first be deposited in the assigned clinician's door box for review. After review, the clinician will deposit these forms in the Incident Report tray in the office for review and filing by office staff.

STAFF DEVELOPMENT TRAINING, MEETINGS AND COMMITTEES

TRAINING

- It is the responsibility of each staff member to identify and implement a professional growth plan along with his/her supervisor. The goal setting conference is a time to discuss ideas and receive suggestions concerning topics or issues that might be explored.
- Teachers and counseling professionals need to complete all requirements for the securing and/or maintenance of their professional licenses, and may incorporate that work into their individual development program. If a licensure question arises, contact the PREP staff responsible for securing answers to your questions.
- Program Specialists, while not required to sustain professional licensure, are expected to pursue a coordinated development program that will enhance some vital aspect of their work.
- In addition to each staff member's professional growth plan, a number of in-service activities will be presented as a part of the school program.
- Funds may also be available to pursue training although approval for specific coursework and payment must be established before signing up for coursework or other training. In addition, there are often various grants or state funds for continuing education. If interested in pursuing one of these options, see the principal.

MEETINGS

- Staff members are expected to attend all meetings and events as announced as an integral part of the Ivy Creek program. Efforts will be made to notify staff in advance of any meetings so plans can be made for other obligations.
- Meetings will start on time and all staff are expected to be present and on time.
- Please refer to the monthly calendar for established meeting dates and times.
- Most meetings should have an agenda with notes of the essential issues discussed. One copy should be maintained for the team's records and one copy placed in the principal's mailbox.

Types of Meetings

Administrative

- PREP Administrative meetings are for PREP and ICS administrative discussions on global issues of strategy and methods, personnel, planning and overall assessment of the program.
- Administrator meetings are for ICS administrative discussions on issues of curriculum, instruction, assessment, personnel and operational issues.

School Wide

- Lead Teacher meetings are for discussions of issues that are school-wide involving instruction, curriculum, assessment or behavior management.
- Clinician meetings are for discussion of specific student issues, general consultation, and operational issues.
- Teacher meetings are for discussions about training, instruction, curriculum, assessment, operational and management issues.
- Program Specialist meetings are for discussion of training, instruction, responsibilities, and management issues.

- Five Minute meetings are for dissemination of important and/or timely information to all staff.
- Mentor meetings are for providing guidance to new staff members by an experienced staff member.

School Level

- School Level meetings are for all school level team members to discuss operational, scheduling, instruction, curriculum and management issues. This will include a ‘Child in Focus’ discussion, often lead by the Clinician. These should occur weekly.
- Vertical Teaming meetings are for teachers to discuss the vertical integration of curriculum demands that rise through the grades.

Classroom Level

- Staffing meetings are for discussion of specific student issues and plans with the classroom team and clinician.
- Classroom meetings are for discussion of relevant issues by the teacher and program specialist(s) relating to class operations and/or management of students.

Personal

- Annual Planning meetings are for discussion of professional plans for each staff member.
- Evaluation and Performance Improvement meetings are for the review of performance and plans for improvement. These are for Clinicians, Teachers, Program Specialists and the classroom team.
- Disciplinary meetings are for discussion to address infractions of policies or procedures.

Special Education – Parent - Student

- Special Education meetings will include IEP, Eligibility, MDR and FBA/BIP meetings as well as discussion about the possible return of students to their base school.
- Parent meetings are for discussion of specific student needs and plans.
- Transition meetings are held to discuss the post high school transition needs and outcomes of a student.

Committee

- Committee meetings are standing or ad hoc meetings for discussion of issue based topic. These will be scheduled by the committee chairperson.

COMMITTEE ASSIGNMENTS

It is expected that all Ivy Creek staff will participate on a committee. Staff members may be asked to identify a committee preference or may be assigned at the principal’s discretion according to need and skills. Some possible committees include:

- **Curriculum & Instruction Committee:** Is designed to review curriculum to assure it meets current state guidelines as well as review textbooks and other materials to implement the curriculum.
- **School Improvement/ Behavior Management Committee:** Is designed to review ongoing issues at the school and develop a plan to address those issues. The committee will make recommendations for policy change to the principal to address those issues. Some possible areas of focus are the overall school philosophy, the adopted behavior management system, and specific policy items.
- **School Safety Advisory Committee:** Is designed to develop and modifies the Crisis Management Plan including specific procedures to be followed in the event of an emergency; conducts simulation and practice training sessions with staff; participates in debriefing exercises as appropriate; and reviews the School Safety Audit report to address any identified deficits.
- **Character Education Committee:** The Virginia Department of Education’s Virginia Character Education Project (V-CEP) requires that schools incorporate character education into their curriculum. Character education should be proactive and is best implemented through student

participation in projects and activities that exemplify the Pillars of Good Character. At Ivy Creek, we have focused our efforts on four pillars of good character: Citizenship, Honesty/Responsibility, Respect, and Caring/Cooperation.

- **Parent Involvement Committee:** Is designed to promote positive involvement of parents through a variety of activities such as fund raisers, dinner/luncheons, parent-to-parent meetings, club sponsors/monitors, volunteers, transportation riders, etc. Responsible for monthly newsletter.

RECORD REVIEW

- It is important for staff to know historical information on their students. Teachers are required to read the student files of students they serve. Program Specialists are encouraged to read the student files of students they serve with particular emphasis on the IEP, social history, psychological, and educational assessment. Any questions should be referred to a clinician or to the principal.
- All files are to be maintained in a confidential manner and may not be taken home. When review is completed, return to office to be returned to the proper place.

EXTRA DUTIES

There are a number of extra tasks that are required to make the school operate optimally. These must be completed for the efficient and effective operation of the school. A list of these will be provided to staff for voluntary selection or assigned by the principal. The tasks may be rotated every 9 or 18 weeks or as needed.

III. STUDENT AND CLASSROOM OPERATIONS

CONFIDENTIALITY OF STUDENT INFORMATION

- The rights of the students and their families may not be violated for any reason. It is the responsibility of staff members to respect the privacy of the student and parent and to handle privileged information in a confidential manner.
- Student records and other information (e.g., student progress notes, grades, etc.) are to be managed in a secure and diligent manner. Office staff will manage student files. Files must be signed out and returned to the designated office staff to be refiled. ‘Working Copies’ of student IEPs maintained in the classroom as well as other confidential information should not be left where students might view them. All confidential materials must be secured at the end of the day.
- Master keys are secured in the office.
- School email is representative of each staff member as a PREP employee. As such, all email is subject to public record laws. For example, a parent could request all emails pertaining to their child. Limit email to routine communications and refrain from using email to discuss confidential material about a student. When necessary, staff should use a student’s initials or their first name and last initial.
- Confidential conversations between staff or staff and students should not be held in hallways or locations where others might overhear. Staff members are expected to take the responsibility of informing colleagues when a breach of confidentiality has or might occur.

INJURY OR ACCIDENT

- Student injuries or accidents require that the parent be contacted immediately by the classroom teacher unless the principal or designee specifies otherwise.

- If a student is bitten, the teacher should report this to the parent and recommend that they seek immediate medical attention. All calls should be documented.
- In the case of serious injury or accident to a student that requires medical attention, both the emergency response number (911) and the parents should be called immediately.
- Any student transported to a hospital requires a staff member as an escort. Staff members should take the student's basic demographic information, any medication information available, and contact information.
- All student injuries must be reported to principal or designee immediately.
- All student injury or accident should be recorded on a Student Injury form.

CLASSROOM AND ACTIVITY GUIDELINES

Management Plans

- Each classroom is expected to post and implement a behavior management plan.
- It is strongly suggested that the classroom team develop management plans together rather than the teacher alone.
- To the extent that they are able to have meaningful input, students should be involved in the development of the classroom expectations.
- Staff should insure that students clearly understand expectations and consequences.
- Plans should include:
 - Classroom/activity expectations for productivity and behavior.
 - Explanation of how progress will be measured and communicated to the student.
 - Strategies that will be used to manage and modify inappropriate/unacceptable behavior.
 - Methods for acknowledging appropriate behavior and academic performance

Teacher Lesson Plans

- Plans are to be developed for each day of the week and available by the first teaching day of the week. Plans should address student IEP goals and should be specific and correlated with SOL grade levels and standards.
- Teachers should make certain that the Program Specialists with whom they work are familiar with the plans in order to ensure continuity of the program in the event the teacher is unable to report for work or needs to leave the room during the course of the day.
- Content of the lesson plan should reflect a relationship to students' IEPs as well as the SOLs.

Planning Periods

Each teacher should schedule 30 minutes of planning time per day.

Incentives

- It is preferable to use incentives such as time with a staff member or peer, involvement in a preferred activity, etc. Careful consideration should be given before using tangible incentives.
- The use of candy, soda, and other non-nutritional food is strongly discouraged.

Use of Computers

- Computers may be used to reinforce academic skills and concepts, to improve technology skills, and as an incentive.
- Use of the computer as an incentive (e.g., games; drawing, etc.) must be strictly monitored.
- The purchase and use of software should be given serious consideration in terms of the outcomes and purpose to which it might be used. Use of software not installed by Albemarle County technology staff must be approved by the principal.
- Use of the computer as an incentive should be for a specific, monitored period of time and, in general, should not exceed 15 minutes. It is recommended that a timer be used to monitor time.

- Staff use of classroom computers during instructional time is not acceptable unless the staff member is working with a student allowed access to the computer for schoolwork or as an incentive. Staff may use computers to research information for classroom use or to complete required paperwork.
- Staff may use computers for personal purposes during break times although they must comply with the Albemarle County Schools “Acceptable Use of Technology” policy.

Physical Education and Intramurals

- The schedule for Physical Education (PE) and Intramurals will be established at the start of the school year.
- PE is a required class for students from Kindergarten through Grade 10. Consequently, students must be allowed to go to PE class unless their behavior is out of control. Some students may require modified instruction and this should be addressed through an IEP meeting. The classroom teacher will provide at least one classroom staff member to assist the PE instructor to carry out the lesson/ activities.
- Intramurals should have a specific objective and all students should participate, even if activities need to be individualized. Students who go to the gym for Intramurals must participate in a specific activity. Intramural time may be offered contingent upon a student’s completion of assigned tasks or their behavior, however, it is noted that students often benefit from a short period of physical activity. Intramurals should be student focused and staff is expected to take turns playing with the students with the majority of staff supervising student behavior, not competing. Intramural periods may not exceed 20 minutes and, if at the end of the day, should end by 2:55 to allow sufficient time to return to class, settle down, conduct classroom wrap-up activities and gather possessions for home. Students may remain in the classroom to engage in specific activities prescribed by the teacher.

Enrichment

The Enrichment program is designed to provide students with a variety of interesting experiences to enhance their life experiences and to help identify vocational interests. The program will run once per week on Wednesday afternoon for two, one hour consecutive sessions. Staff are expected to be active participants.

Transition/ Return to Base School

- The student, the student’s parent, clinician or teacher may initiate a review of the readiness of the student to return to their home school.
- The request for a review of the readiness of the student to return to their base school must be communicated to the principal along with a team recommendation before proceeding. If school staff initiate the review, the principal will determine whether to proceed to the next step.
- If initiated by Ivy Creek staff, the principal will contact the representative of the LEA and establish a meeting with the representative and involved Ivy Creek staff for further discussion before the student and parents are involved. If the student or parent/ guardian initiates the discussion about a return to the base school the ICS principal will inform the representative of the LEA of the request and a meeting will be set up to involve the students and parents/ guardians to discuss a return to the base school.
- If the discussion of a return is initiated by Ivy Creek staff and the principal and LEA representative agree that it is appropriate, a meeting involving the student and their parent/ guardian, their teacher and clinician, and a representative from the LEA will be held to discuss the student’s progress, readiness and willingness to return to their base school.
- At this point, a transition to the base school is either encouraged to proceed or the student is given specific, updated goals to work on in order to be considered for transition.

- If the consensus is that the student is ready to return to their base school, the principal will designate who will coordinate with the special education administrator to make the appropriate arrangements for a formal planning meeting.
- The planning meeting, to which the student and his/her parent(s) must be invited, will be held with representatives from the student's base school to discuss and develop a specific transition plan. The plan will include the time frame, sequence of transition, and academic and behavior expectations as well as appropriate classes and subjects. The person responsible for each aspect of the plan will be indicated. A transition can be either a partial or full school day as all parties agree what best serves the student's individual needs.
- Students are offered on-going support from the Ivy Creek team after beginning full-time at their base school. Specific dates and times for visits and/or calls are scheduled although, pending availability of staff, more immediate consultation can be offered to the student and teachers and/or administrators at the base school should a significant problem result.

USE OF TELEPHONE

Students may not use the telephone during the school day except in (1) emergencies, (2) to call a parent with permission from an administrator, or (3) for educational purposes, as determined by a staff member and under staff supervision.

USE OF CELL PHONES

Students are not allowed to have cell phones in their possession school. If a student has a need to travel with a phone, the student will turn in the phone to the office upon entry into school and receive it back at the end of the day. The first time a student violates this rule the cellular phone will be confiscated and returned at the end of the day. If there are subsequent problems, the phone will be confiscated and held for return to a parent. A telephone call to a parent for release of the cell phone back to student will only be done one time.

TRANSPORTATION

Transportation Procedure for Regular Travel

- Upon exiting their buses or cars in the morning students should be immediately directed to their classroom. At the end of the school day, students must remain in their classroom until they are called to board their car or bus. At least one member of the classroom staff is expected to be on the bus ramp or in the lobby at arrival and departure times.
- The office staff responsible for signing in and out students will notify the driver or transportation department of a student late arrival or early release.

Transportation Problems and Discipline

Each school district has a transportation contact person to whom student transportation problems and discipline issues shall be communicated.

The procedure for addressing problems within the car/bus is as follows:

- In the event there is a student behavior problem in the car or bus, the driver is to communicate the issue in writing on a referral slip as soon as possible. If they must continue on a route and can't write a referral at the moment they should give a verbal report and then submit their written report as soon as possible.
- The transportation referral will be given to the secretary who will copy the referral and give it to the ICS transportation coordinator. The coordinator will decide who will investigate the incident.
- Information gathered will be summarized and given to the ICS transportation coordinator.
- Major incidents will be investigated and referred to the district for administrative action with a suggestion for action. The district coordinator/director will be ultimately responsible to

determine specific action, to inform the student's parents of any consequences and to follow up with a written notice to the parents.

- Minor incidents in the car/bus may result in consequences at school handled by the ICS transportation coordinator or designee working in concert with the classroom team. Parents will be notified if any consequences are administered at school.

STUDENT ATTENDANCE

- Parents are expected to call to inform school of an absence and the reason their child is not in school.
- The office staff responsible for making attendance calls will call the parent of each absent student to determine the reason for the absence and to let the parent know that we look forward to the student's return. Parents will be reminded that absences are a concern and encouraged to do everything possible to have the child in school, if the child is not ill.
- If the classroom staff or clinician contacts a parent regarding a current absence or is made aware of an absence, they should notify office staff responsible for attendance calls as soon as possible.
- As with all parental contacts, documentation of the call or a note home must be maintained in an organized manner. Each class must maintain an attendance documentation log along with any written excuses. A copy of any written excuses should also be provided to the front office.
- Lunch sheets are to be submitted to the office each day by 9:30. The secretary will use the lunch sheets to record attendance on the computer. Please call the office to confirm that they are aware of any student who arrives late.

Truancy

The Student Handbook lists acceptable reasons for absences, requirements of parents to document absences, and requirements of students following an absence. Teachers are responsible to keep careful records of excused and unexcused absences. Should there be any question about whether an excuse is acceptable, the principal or designee should be consulted. Teachers and staff are encouraged to keep careful records of any student conversation which would suggest that an absence is unacceptable.

1. If a student accumulates five (5) unexcused or unverified absences per semester, the teacher of that student must make contact with the parent/ guardian. Ideally, a student/ teacher or a student/ parent/ teacher agreement and plan for improvement will be established at this point with the understanding that if the absences continue, a referral will be made to the truancy coordinator and a meeting will be required.
2. If a student accumulates seven (7) unexcused/unverified absences per semester, the teacher will inform the truancy coordinator to communicate with the parent. A letter will be sent to parents that outlines their child's attendance profile and sets a meeting time and date between parents and truancy coordinator. The letter may also review potential school actions.
3. The truancy coordinator will work with the family to develop an Attendance Improvement Plan. The student and their parent/ guardian will be asked for input into the plan and asked to sign the document indicating their understanding of the plan to improve attendance. Upon the 10th unexcused /unverified absence, or sooner if the student has a history of attendance problems, a referral may be made to Juvenile Court Intake or the Magistrate's Office as appropriate. Continued incidences of tardy and early dismissals weigh just as heavily as continued absences in the decision to refer for truancy. Three incidences of unexcused tardy or early dismissals will be considered equivalent to one unexcused absence.
4. The truancy coordinator, or a designee, will attend Juvenile Court Intake on behalf of Ivy Creek School. The coordinator must take to court a history of all absences, excused and unexcused (in

the case of excused absences, all related paperwork), and interventions attempted to improve attendance. The classroom teacher is responsible for providing this documentation.

Note: If the student has in place a Child In Need of Supervision or Service (CHINS) petition or a court order to attend school, it may be violated by the court after one unexcused absence.

BREAKFAST/LUNCH PROCEDURES

- The daily lunch count should be submitted to the office by 9:30. Money sufficient to cover the cost of all lunches ordered must accompany the lunch count in the envelope that is provided.
- The charging of lunch (for both staff and students) is discouraged. The maintenance of records requires secretarial time that takes away from time to complete other required tasks.
- Individual teams are encouraged to develop schedules that provide for each person in the classroom to have a duty free lunch of 20 minutes each day between the hours of 11:00 and 1:00. Breaks will be dependent upon whether the classroom/unit is calm enough for staff absence.
- Food may be ordered to be delivered for staff and students from private vendors. Arrangements to do this should be made as a group. If food is to be ordered for staff and students for a special occasion, everyone eligible must be informed in advance so that they are able to participate. A check or money must be left with the secretary to pay for delivery. You will be notified when your delivery arrives.
- Staff may not leave campus to get lunch unless it is a planned (in lesson plan) activity, approved by the principal or administrative designee. A Field Trip Roster should be completed if students are leaving during the lunch period. This form must be given to secretary a week ahead of the trip to allow preparation of take away lunches or to prevent ordering too many lunches.
- Students are not allowed to order staff lunches from the school system.
- Teacher discretion is to be used when ordering individual ice cream/ snacks for students.
- Students should get their lunches, if they have one, regardless of where they are placed unless they are out of control at the time. If they are out of control at lunchtime, then they should receive their lunches once they have calmed down. Staff can direct a student to where lunch is served. Withholding of student lunches may not be used as a behavior tool.
- No sodas may be purchased by or for students during school although water and juice are available.

IV. OFFICE PROCEDURES

Staff members are expected to exercise good judgment in the office. It is important that visitors, parents or others see the office as operating in a business-like and professional manner.

OFFICE OPERATIONS

Students in Office

Students should not be in the office unless accompanied by a staff member and must be under staff supervision at all times. Students are not allowed beyond the desk area unless specifically given permission and accompanied by staff.

Student Requests to Meet with the Principal

Students who request a meeting with the principal should be advised that they must have attempted to resolve whatever issue they have with the appropriate staff involved prior to meeting with the principal. If issues are not resolved to the student's satisfaction after making this attempt, then the student may ask his/her classroom staff to inform the principal of their request. A meeting will then be arranged at the principal's discretion.

Staff in Office

Staff should be sensitive to the need for their presence in their classroom and should not congregate in the office for prolonged periods during school hours.

Use of Copy Machine

The copy machine will be available for staff use for school business. Teachers, clinicians and other staff are assigned a copier code number.

Reimbursement for Out-of-Pocket Expenses

Staff members are strongly discouraged from purchasing any supplies or material for any school related activity without first securing approval from the principal or principal's designee. Failure to gain prior approval for purchases may result in non-reimbursement or a significant delay in receiving reimbursement.

Procedure for Reimbursement

1. Secure the tax-exempt number from secretary to use when purchasing items.
2. Purchase items using regular vendors.
3. Complete Purchase Requisition form for approval by principal or designee.
4. Submit original receipt to secretary with Purchase Requisition within 24 hours. Failure to turn in an original receipt will result in your not receiving reimbursement.
5. Do not pay taxes on purchase. Tax money is not reimbursable.
6. Under no circumstances should personal purchases be made using the tax-exempt number.

Student Sign-In/Sign-Out

- Students who arrive at school after 9:00 or who leave school prior to dismissal must be signed in or out in the office.
- All parents will be provided with Ivy Creek Identification Cards that they may distribute to persons who will be authorized to pick up their child from school. (Additional cards will be provided on request).
- Parents must complete a Parent Permission to Release Card listing all persons who are authorized to pick up their child for early release or at the end of the school day.
- Any person(s) requesting to pick up a student must present an Ivy Creek Identification Card. In the event the individual requesting release of a student does not have an Identification Card, his or her name must appear on the Parent Permission to Release Card and they must provide acceptable identification such as a driver's license or other form of picture ID.
- An attempt will be made to contact the parent or guardian; however, it should be understood that no student will be released to any person(s) without written or verbal authorization from the parent or guardian, or the principal or designee's approval

Visitors

- All visitors to the school must report to the office, sign in and be granted permission to enter any part of the school facility. Visitors may be required to have an escort.
- Office staff will provide all visitors with a Visitor identification badge that is to be displayed at all times.
- Any visitor who does not have a Visitor identification badge should be escorted to the office by staff immediately.

Volunteers

- Parents should be encouraged to volunteer to work with the school to the extent that their presence does not create an adverse condition for students or the program.

- All persons who request or offer to volunteer should be sent to the office to complete appropriate identification material.
- Volunteers must agree to a criminal record review.

FIELD TRIPS

- There are two types of Field Trips: a contingency or non-contingency based trip. A contingency trip is an *incentive* trip and should have relevance to social skills or expanding understanding of the general culture. A non-contingency trip is an *educational* trip and should have direct links to academic work. Educational trips are for all students. Students cannot be excluded from this type of trip except for safety issues. If a student has a major emotional event the day of the trip and appears to be a safety concern, they can be excluded. If a student is significantly non-compliant the day of the trip leading to the conclusion that following directions on the trip could present a safety concern, then the student can be excluded from the educational trip.
- Field Trip Request: A Field Trip Request form, approved by the principal, must be on file in the office indicating the person(s) to be responsible for organizing each field trip. This should be submitted five (5) days prior to expected trip.
- Student Roster: A Field Trip Roster must be turned into the office the day of the trip. This should list all students and staff going on the trip, along with cell phone number of one or more staff. A copy of this form should be taken to account for all students on the trip.
- Liability: Staff who supervise students adequately on outings would not be liable for unexpected events/injuries. This assumes that the responsible adult uses reasonable judgment. Program Specialists can take students on shorter trips such as to work-study, the library, or nearby incentive trips (less than 20 miles). A credentialed professional must go on trips longer than twenty miles, or to unfamiliar settings. A teacher must be on all educational (non-contingent) outings. To transport students in a vehicle, a staff member is required to have a driving record in good standing and be sanctioned by the PREP office.

Parent Permission

- Parents are asked to sign an Off Campus Permission Form that will allow their child to participate in all school-related activities and field trips that occur less than 20 miles away from the ICS campus and for less than ½ the school day.
- For activities requiring longer distances or time, a specific parent permission form must be developed outlining the particulars of the trip, including requirements for incentive trips.

Supervision of Students

- If an off-campus activity is more than 20 miles away or for more than ½ the school day teachers are responsible for obtaining permission from the students' parent/guardian. Notification must be sent to the parent at least one week in advance of the event. Teachers must maintain documentation of parental notification.
- Students who do not have permission for an off-campus activity must stay at school. The teacher is responsible for assigning a staff member to supervise the student and to provide academic work appropriate for the student.

Procedure for Planning a Field Trip

1. Gain agreement from all teachers involved. Decide on a preferred time, date, location and method of transportation.
2. Decide with team if the field trip will be contingency or non-contingency based.
3. Call destination to arrange a time and date for the activity, confirm cost, etc.
4. Submit a Field Trip Request form to the principal for approval.
5. Locate a bus driver; the driver(s) will reserve the vehicle(s).
6. To reserve a car or van, sign up in the office and/or at PREP.

7. Permission forms are to be sent home with the students for parents to sign approval for participation, or refusal.
8. Student/staff ratio should be no greater than 3 to 1 unless otherwise approved.
9. The privilege to go on incentive trips must be based on specific, written criteria. Educational trips are for all students. Participation is denied only if the classroom staff determines that a student's behavior might present a safety issue. High levels of non-compliance the day of the trip can indicate a potential safety issue.

MEDICATION ADMINISTRATION

- All medications will be administered in the office area.
- Students receiving medication must be accompanied by a supervising staff for verification.
- The staff member administering medications will give the medication to the student to be self-administered unless the student is unable to administer the medication to him/her self.
- If a student is scheduled to receive medications at school, the student shall be offered his/her medication at the scheduled time.
- A student cannot be forced to take their medication, but if a student does not take his/her medication, the student's parents must be notified.
- Documentation on the student's medication log must indicate that medication was or was not administered.
- If the student continues to refuse medication for several days, the student's district special education administrator must be notified to be made aware of the situation. The principal must also be notified so that a plan can be made to address the student's non-compliance with the medication regime. This may result in a meeting with the student's parents, physician, and/or the district special education administrator.

Prescription Medications

- Medication may be given to students only with a written physician's order and with signed authorization from the parent or guardian.
- The physician's order must include the duration of the order, the name of medication, the dosage to be given, the time(s) to administer medication, and side effects.
- Medication must be brought to the school by an adult in the original container.

Nonprescription Medications

- Nonprescription medications may be given to the student only with written authorization from the parent or guardian.
- Written permission must include the name of the medication, the required dosage, and the time to administer the medication.
- Nonprescription medication must be in the original container.
- Nonprescription medication may not be administered for more than five consecutive days without written permission from the child's physician.

Documentation

- A medication log will be maintained on each student. A copy of the physician's order and/or the parent authorization to administer nonprescription medication must be maintained in the medication log file for each student. Physician orders and parental/guardian authorization letters must be renewed annually.
1. The medication log shall be written in ink and include:
 1. Student name
 2. Date and time of administration or refusal
 3. Name and dosage of medication
 4. Initials of the person administering the medication
 5. Date medication was dispensed, number of tablets or amount of medication, e.g. mg.

- All medications, prescription and nonprescription, are to be stored in the office under the following safeguards:
 - medication must be stored in a designated place separate from first aid supplies, and
 - medication will be securely locked at all times, except when being administered.

MAINTENANCE OF FACILITY

- All damage to school property or vehicles must be documented and reported to the office as soon after discovery as possible.
- In the event a student behavior results in damage or destruction of school property, it is required that an Incident Report be completed specifying the exact damage and location, and sent to the office for submission of a Maintenance Request by secretary, if appropriate.
- If a student damages any property, a report should be made to the principal as soon as possible but within 24 hours at the latest. The principal has the discretion to inform the student and their parents of their obligation to fix the damage or pay for the repair of the property. Any damage obligation not paid for by student or family may be referred to court for collection.
- All requests or notices of the need for repair or replacement to the physical plant are to be submitted to the secretary for disposition. The secretary may request information in writing. Staff members shall not make requests for maintenance to the custodian unless only a minor repair is needed.

Custodian Service

The custodian is responsible for cleaning the building daily. It is important to support this effort by maintaining a general regime of cleanliness in classrooms, offices and the kitchens. It is the responsibility of all staff to support this by keeping food stuffs and other potential health hazards cleaned. If a mess is made or found, it should be cleaned, or the office/principal should be notified if this is not reasonable for a staff member. All classrooms and other areas will have a form to communicate directly with the custodian for additional or regular cleaning.

V. ADMINISTRATIVE PROCEDURES

REFERRAL FOR ADMISSION

- The base school staff discusses with the school district special education administrator or his/her designee whether a student referral to Ivy Creek School seems appropriate. If there is agreement that a referral appears appropriate the base school will complete the Referral Form and submit it along with all supporting documentation to the school district special education administrator or his/her designee. Those materials will then be submitted to Ivy Creek. Any forms received without specific approval will be returned, thus delaying the process.
- Once the referral documents are processed the special education director or his/her designee will be informed if any documents are missing. Should some materials not be available the principal and the school district special education director or his/her designee will discuss the need for those documents. Once all the agreed upon documents have been received, Ivy Creek staff will review the information and make a recommendation to the principal as to the appropriateness of the student placement.
- A decision will be made within ten (10) working days of the receipt of all required materials. The principal will communicate with the district special education administrator or his/her designee, as to the final decision.
- If it is agreed that a placement at Ivy Creek should be considered for the student, the special education administrator or his/her designee, in consultation with the Ivy Creek staff, will invite

the parent(s) and child to participate in an IEP meeting. An IEP will be developed and final determination made by the team as to the appropriateness of an ICS placement.

Note: Social Service workers cannot sign consent for implementation of an IEP.

STAFF EVALUATION

- The evaluation of all staff is the primary responsibility of the principal, but may also involve the PREP Executive Director upon the request of either the staff member or the principal.
- It will be the responsibility of each staff member to maintain documentation on the following performance criteria and to be prepared to share and discuss the documentation with the principal at any evaluation conference.
- Evaluation of performance will be based on the following criteria:
 - Active participation in shared decision-making
 - Professional interpersonal relationships including effectiveness as a team member
 - Student management
 - Involvement and initiative to improve program effectiveness
 - Contributions toward creation of a positive learning environment
 - Lesson plans (Teacher)
 - Quality of written documentation of student progress (progress notes, IEP monitoring, counseling notes, progress summaries, report cards, Incident Reports, Quiet Room Logs, etc.)
 - Assessment of progress on professional goal(s)
 - Compliance with policies and procedures
 - Attendance

Evaluation of Teachers

Summative Evaluation

1. Three observations per year by principal/principal designee with a minimum of one formal observation with a conference.
2. End of year conference.

Formative Evaluation

1. One observation by principal/principal designee.
2. One professional growth objective planned in cooperation with the principal or his/her designee.
 - a. Formal documentation required.
 - b. Brief written summary turned in at end of year. Documentation of professional development activities may be sufficient.

<u>DATE</u>	<u>Description</u>	<u>Summative</u>	<u>Formative</u>
Nov 13	First observation completed (Interim Review Document)	X	
	Professional growth objective developed (Annual Goal Form)		X
Dec 18	Observation for formative completed (Interim Review Document)		X
Feb 5	Second observation completed	X	
April 1	Third observation completed (Summative Evaluation Document)	X	
April 15	Documentation of Professional Growth Objective turned in to principal/designee	X	X
End of Year	Conference	X	X

For full explanation, please refer to the Piedmont Regional Education Program Teacher Evaluation packet.

Evaluation of Social Workers and Psychologists

Social Workers and Psychologists (clinicians) will schedule two conferences with the Principal. The first conference should be by November 13 with the second by the end of the school year. Evaluation will be based on the PREP evaluation form adopted by the PREP Board of Directors.

Evaluation of Program Specialists

The evaluation process is intended to provide Program Specialists with constructive feedback to improve job performance and increase professionalism in the performance of their duties. The principal or designee will complete the evaluation. The classroom teacher and the social worker or psychologist are responsible for providing information about the functioning of the Program Specialists they work with to the principal or his/ her designee. The principal or designee may ask the classroom teacher, the social worker or psychologist to be present during feedback for this evaluation. The principal or designee will use this information and observations as a basis for the final evaluation. All questions regarding the evaluation process should be directed to the principal.

Evaluation of Classroom Team

The evaluation of the classroom team comprised of the teacher and program specialist(s) is an important component of improving service delivery. This assessment may be supported by a video of a day of academic and social activity for review with principal and/or designee. Dimensions of team assessment will be determined on a class by class basis.

DISCIPLINARY ACTIONS

It is the responsibility of administration to supervise all staff. This requires that administration must know where staff is assigned, when staff leave the premises for personal or school related business, when staff arrive and leave, and that all staff are complying with the basic requirements and practices of job expectation required to work at ICS.

1. **First Infraction:** A first infraction of any procedure listed below requires a meeting with the principal to discuss the issue, unless it is a severe incident. A severe incident that significantly compromises the mission of the school will require immediate action by the principal.
2. **Second Infraction:** The second infraction will require a meeting with the principal to discuss a plan to remediate the situation. A written plan of action may be developed at this stage.
3. **Third Infraction:** A written plan of assistance will be developed with principal and staff member.
4. The following are specific types of infractions:
 - **Arriving Late:** Arriving late is arriving at school after the scheduled start time.
 - **Leaving Early:** Leaving early is leaving school before scheduled end of the work day.
 - **Leaving Without Permission:** When leaving campus, staff must sign out and notify the principal or designee. Leaving school grounds without administrative permission may be cause for disciplinary action.
 - **Not Signing In/Out:** Staff is required to sign in and out.
 - **Not Requesting Time Off:** Staff is required to call the principal on the morning of anticipated absence, or request time off prior to day(s) off.
 - **Not Complying With Job Expectations:** All positions at ICS have a job description. In addition, other general expectations are established. Staff is required to follow the specific and general descriptions of job responsibilities.
 - **Attendance:** All staff is required to work their contract days. Sick and Personal Leave is a benefit for the purpose of providing time off to tend to an illness or personal business.

- Interpersonal Conflict: Staff is expected to be able to resolve interpersonal conflict in a professional manner. If in conflict with a fellow staff member, it is required that the staff talk with each other to resolve conflict or resolve to let it go. If discussion is not productive, consultation with an administrator should occur.
- Professional Misconduct: All staff is required to act in a professional manner. Failure to behave in a professional manner may result in disciplinary action or dismissal. Some but not all conduct that is considered failure to met this requirement are:
 - verbal abuse or teasing
 - threat or intimidation of any kind (explicit or implicit)
 - physical contact that could be construed as inappropriate based on student-staff gender or which is intended to harm the student
 - physical abuse
 - lying or intentionally misrepresenting information
 - inappropriate use of technology
 - presenting with a negative attitude that is significant and regular
 - creating a toxic social environment amongst fellow staff members

SUPERVISION AND LEADERSHIP

Leadership is provided by the teacher and clinician, given their areas of expertise. Supervision for compliance is an administrative function. The following diagram illustrates components of this structure.

