

Catholic Children's Home

School Staff Handbook

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SECTION 1 ABOUT CCH

2010-2011 School Welcome

We are happy you have chosen the Catholic Children's Home (CCH) Alton facility of the Diocese of Springfield in Illinois as your place of employment. We are glad to have you with us and hope that you will find this a pleasant place to work and that your employment will be fulfilling, long, prosperous and enjoyable. We are sure you will find that CCH strives to provide a professional atmosphere for you to grow, to enhance your skills as a professional, so as to better serve the students that come to us seeking assistance.

An interesting and challenging experience awaits you as part of the CCH School Department. We are providing this Staff Handbook in an effort to answer any questions you may have concerning CCH School Policies. Please read it thoroughly and retain it for future reference. The information stated in this Handbook is subject to amendment or discontinuation at the discretion of the Administrator, as the needs of the School Department require. From time to time, you may receive updated information concerning changes in the Handbook. Should you have any questions regarding the Handbook contents, please ask your supervisor or the CCH Administrator for assistance.

This Handbook is not a contract, expressed or implied, guaranteeing employment for any specific duration. Although we hope that your employment relationship with us will be long-term, either you or CCH may terminate this relationship at any time, for any reason, with or without cause or notice. Please understand that no supervisor or representative of CCH other than the Administrator has the authority to enter into any agreement, make any promises or commitments contrary to the foregoing.

We know that our major asset is people and that no one can anticipate every human problem or need that may arise. Therefore, if you have a special problem, concern or idea, are troubled or have a need, please tell us. We appreciate your efforts and the good work you do each day to make our School Department successful. We wish you the best of luck in your position and hope that this school year with CCH will be a rewarding experience.

1.1 Mission Statement

"The mission of the Catholic Children's Home is to aid, protect and care for the needs, education and welfare of dependent, neglected, abused or otherwise hurting children and families without regard to poverty, riches, race, religion or national origin."

1.2 Team Approach

Catholic Children's Home is fortunate to have a group of well-trained and competent teachers and support personnel. Each team member represents a common, but distinct, orientation. The team can only be effective, however, if every member is willing to share their expertise, and every member works to implement team recommendations. Not unlike the proverbial chain, the team approach can only be as strong as its weakest member. Our members are strong; we must work to keep them linked together.

1.3 Certification

All staff members are required to maintain ISBE and/or professional certification/licensure required for their specific positions. A copy of the current documentation must be on file at CCH. Proof of education is also required for all non-certified staff. Forward one copy of these documents to personnel and one to the school office no later than September 1st and March 15th.

1.4 Code of Ethics

1. All Catholic Charities policies, programs and practices shall support the sanctity and dignity of human life from the moment of its conception until death, the value and integrity of the human person, the sacredness of the union of man and woman in marriage, the value of people's social relationships to one another and to community, and the central role of the family in human life and society.
2. We will reach out to help those who are suffering and shall adopt, in the allocation of limited resources, a preference for serving the neediest and the most vulnerable members of the community.
3. We will acknowledge and support the right of all people to set and pursue their own life goals, within the limits of the common good, whereby they can freely enter into participation with others in order to fulfill their common human potential and contribute to the building of a more humane community.
4. We will identify ourselves to the pluralistic community as a means by which Catholic Charities seeks to fulfill its social mission. We will seek full support and participation of the People of God through representation of policy-making boards of directors and advisory committees. We will seek the involvement of volunteers in the programs of the agency.
5. We will collaborate with other individuals, groups, and social agencies on issues, policies and programs that are compatible with a Judeo-Christian value system, in the interest of achieving the fullest measure of charity and justice.
6. In all our policies, procedures and practices, we will be faithful to Biblical values, the social teaching of the Church and relevant sections of the Code of Canon Law.
7. We will function faithfully within the mission and structures of the diocese with proper respect for the role of the Diocesan Bishop.
8. We will assure conformity with relevant civil law in its governance, and at the same time, we will hold ourselves free to peacefully seek to change oppressive civil laws.
9. We will seek to realize in action the virtues of charity and justice in all relationships with staff, volunteers, the people served and the larger community.
10. We will recognize confidentiality as a living principle within the agency and establish policies and procedures to assure the protection of the privacy of the relationship established with its clients and other relevant bodies.
11. We will hold ourselves fully, consistently and publicly accountable for our programs and fiscal operations, and seek objective certification that we meet those standards of quality in our performance that have been established for the field of social service, through accreditation and licensing as appropriate.
12. We will support and advocate for those freedoms and structures in society that contribute to pluralism in social welfare and cooperation between public and voluntary sectors.
13. We will subscribe to and advocate for the principle of subsidiary, its concern to leave the highest degree of freedom to the individual that is consonant with the common good, to recognize the family as the primary institution for meeting human needs of its members, and for active, vigorous mediating groups and voluntary organizations in society with particular reference to the parish as a caring community.
14. In conformity with Catholic social teaching, we will support the legitimate, necessary and important responsibility of government for programs essential for the general welfare.

1.5 Student Rights

As a student of the Catholic Children's Home School your rights are protected. These rights include, but are not limited to, the following:

1. You have the right to be provided with adequate and humane care and services in the least restricted environment.
2. You have the right to be free from abuse, neglect and exploitation.
3. You have the right to have services provided to you following the development of an individualized education plan (IEP).
4. You have the right to have your IEP reviewed.
5. You have the right to participate in the development and review of your IEP, annually.
6. You have the right to be notified in writing of the side effects of medication, if your service includes the administration of psychotropic medication(s).
7. You have the right to refuse services, including medication, and to be informed of any consequences related to service delivery should you refuse medication.
8. You have the right to be free from physical restraint/seclusion unless such restraint/seclusion is being used as a therapeutic measure to prevent you from causing physical harm to yourself or others.
9. Your right to confidentiality shall be governed by the Confidentiality Act and the Health Insurance Portability and Accountability Act of 1996.
10. You have the right to present grievances or to appeal adverse decisions related to your services. You have the right to take such grievances or appeals to the highest level possible in the Agency.
11. You are entitled to have your rights explained to you using a language or method of communication you understand upon commencement of services.
12. You have the right not to have services denied, suspended, terminated or reduced for exercising your rights.
13. You have the right not to be denied mental health services because of age, sex, race, religious belief, ethnic origin, marital status, physical or mental disability, or criminal record that is unrelated to present circumstances.

****Videotaping and/or photography are not permitted at student events due to confidentiality issues.***

SECTION 2 EMERGENCY PROCEDURES

2.1 Disaster Drills

Evacuation of Building: A continuous alarm signals a need for immediate evacuation of the building due to fire, bomb threat, gas leak, etc. In case of the need for emergency evacuation (fire, bomb, gas leak), the person who is first made aware of this situation shall pull the fire alarm. This person could be the receptionist, any coordinator, maintenance staff, teachers, child care workers, etc. (Youth need to report to the nearest staff person and that adult shall pull the alarm.) **The elevator must not be used during an evacuation!** The person who pulls the alarm will need to confer with the Emergency Authority to relate details of this situation.

All youth and adults shall immediately evacuate the building in an orderly fashion via designated exit routes. People in the center of the building will use the center stairway and exit via the posted routes. Persons on second, third and fourth floors, north and south corridors, shall use the end of building stairs closest to their location. These persons shall continue to the first floor and exit through either the Jefferson Street door or through High School south exit. These evacuation routes shall continue to their designated stations along the State Street sidewalk.

The school classes, including students, teachers, and foster grandparents, shall be assigned a station. An assigned station will also be provided for each home, including youth, child care workers, and managers. School and residential support staff, including therapists, counselors, trainers, consultants, P.E. staff and social skills tutors, shall deliver any youth to the child's own class/home designated station and then proceed to their own assigned station.

Maintenance, kitchen, housekeeping and secretarial staff shall share one station. The Executive Director, Building Administrator and all Coordinators shall meet on the street side of the statue on the center sidewalk. Visitors to Catholic Children's Home shall stay with the group that they are visiting. All other persons within the building should also exit the nearest marked exit and proceed to the area in front of the statue.

The Administrator and/or designee shall confirm the location of all school youth and adults. Support staff may then be assigned to assist with specific students and/or classrooms. The Residential Coordinator or designee shall confirm the location of all residential youth and adults.

The Executive Director or the Building Administrator designates one employee as the Emergency Authority. When he/she is away, another person will be designated. The designated Emergency Authority will gather the information on the location of all youth and staff from appropriate coordinators. He/she will be available either to give details to the fire and police department authorities at the front steps or at the access street nearest the emergency. As time permits and safety warrants, the Emergency Authority shall contact personnel not present, but needing to be informed.

All press representatives will be told by whomever they encounter that, due to the nature of our youth and the confidentialities involved, no comments can be made at this time. Catholic Children's Home staff shall also request that no photos be taken and that if the person will give their name and phone number, the spokesperson from Catholic Children's Home will get back with them.

After the alarm sound ceases, persons may not return to the building until there is a single five second alarm sound to signal all clear.

2.2 Tornado

When a continuous tone alarm sounds, it signals a tornado or other severe/dangerous weather. All students and staff, including P.E staff, must proceed via the nearest stairwell to the center section of the first floor. Support staff and tutors should deliver students to the area where their class has taken cover before proceeding to their designated area at the base of the center stairway. All students and staff must assume a kneeling position against the wall, with heads down and hands in back of heads. No talking is allowed.

The Administrator and/or designees will account for all students and staff using a procedure similar to that used in fire drills. Once accounted for, support staff and tutors may be assigned to specific students/classes in need of additional help. After the alarm ceases, persons may not return to their rooms until there is an intermittent tone to signal all clear.

See Crisis Response Plan located in Coordinators' and Administrator's offices.

2.3 Evacuation Plan Stations

2.4 Fire, Safety and Health Guidelines; Emergency Codes

The personal safety and health of each CCH employee, resident, student and client is of primary importance. The prevention of work-related injuries and illnesses is of such significance that it will be given precedence over operating productivity whenever necessary and feasible. CCH will make every effort practical to assure the personal safety and health of all employees by providing a healthy and safe working environment.

For the Catholic Children's Home's Fire, Safety and Health Program to be successful, all employees must comply with the following rules at all times:

All employees are responsible to ensure that their work areas are maintained in a clean, neat and orderly fashion. Eat only in approved areas and clean the areas as soon as possible;

While in the course of daily activities, employees are to be constantly watchful for any condition that appears abnormal. Specifically, employees must close doors and windows that they notice are open and write work orders to correct any noticed safety hazards and give to coordinator;

If an employee observes any unsafe conditions such as broken or frayed electrical wires, or smells leaking gas, unusual odors, etc., he/she should report it immediately to a supervisor;

Employees should not use any materials in their work areas that are labeled flammable;

All cleaning supplies or other possibly dangerous materials, in any area, need to be kept in a locked cabinet;

Staff should keep all sharp utensils in a secured area;

If smoke is detected coming from any area, the alarm should be sounded and evacuation procedures should be followed;

Smoking is NOT permitted in any Catholic Children's Home building. It is every employee's responsibility to ensure that federal, state, and local laws governing permitted smoking areas are observed. (See Smoking Policy);

Any accidents involving residents, students, employees or visitors; involving personal injury or property damage incurred on-the-job or on-the-premises or related to Catholic Children's Home property, **no matter what the extent of damage or injury, MUST be reported within 24 hours to both your supervisor and be called in to the CCH "Accident Hot Line"**, (phone number 465-3594, ext 225). If it is decided at a later time that treatment is needed, call 465-3594, ext. 225 to update the "Accident Hot Line";

Any accident/incident requires completion of a written accident/incident report, signed by the supervisor and submitted to the Administrator.

Accidents involving the Catholic Children's Home vehicles REQUIRE that:

- a police report be filed;
- the accident hotline be called;
- both supervisor and Administrator be notified within 24 hours;
- a written accident report be signed by your supervisor and submitted to the Administrator.

SECTION 3 STAFF CONDUCT

3.1 Guidelines for Appropriate Conduct

As an integral member of the CCH school team, you are expected to accept certain responsibilities, adhere to acceptable principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that, both in your professional and in your personal life, you refrain from any behavior that might be harmful to you, your co-workers, and/or the agency, or that might be viewed unfavorably by the public at large.

Every individual employee is responsible for familiarizing themselves with changes in policies and procedures. Policy changes are distributed, as needed, to every employee by the Administrative Office of the Agency, which is located in Springfield, Illinois.

Whether you are on duty or off, your conduct reflects on CCH and Catholic Charities. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Types of behavior and conduct that the agency considers inappropriate include, but are not limited to, the following:

- *“indicated” as a perpetrator of child abuse/neglect, spouse abuse, elder abuse*
- *violations of the agency’s policy regarding compliance with the Drug-Free Workplace Act of 1988*
- *possession of firearms or weapons by non-security personnel on CCH or Catholic Charities premises or while on agency business*
- *disregarding safety or security regulations*
- *failure to report injuries, accidents, or safety hazards*
- *violating CCH nondiscrimination and/or sexual harassment policy*
- *insubordination and/or a pattern of insubordination*
- *failing to maintain the confidentiality of the agency, co-workers, client or parent information*
- *unethical, neglectful, abusive or discourteous conduct to any persons served by CCH*
- *engaging in gossip*
- *fighting or using obscene, abusive, or threatening language or gestures*
- *altering, falsifying or making a willful misstatement of facts on any work record, employment application or time sheet*
- *theft of property from co-workers, clients, the Catholic Children’s Home, or Catholic Charities*
- *failure of supervisory personnel to document and take corrective action, in line with personnel policies, toward their staff, when necessary*
- *a pattern of absenteeism or repeated tardiness*
- *failure to report to work, as scheduled, after an authorized break, vacation or leave of absence*
- *repeated, unnecessary, or unauthorized use of company supplies, particularly for personal purposes*
- *unauthorized duplication of any keys of CCH*
- *failure to obtain permission of supervisor to leave work premises during working hours*
- *failure to remain alert and awake during working hours*

- *loitering before or after working time*
- *soliciting or accepting gratuities from clients*
- *reporting to work intoxicated or under the influence of non-prescribed drugs, and illegal manufacture, possession, use, sale, distribution or transportation of drugs*
- *medication mismanagement*
- *bringing or using alcoholic beverages on CCH property or using alcoholic beverages while engaged in CCH business, except when authorized by the Executive Director or Administrator*
- *bringing their own children or grandchildren to work with them during scheduled work times*

Should your performance, work habits, overall attitude, conduct, or demeanor become unsatisfactory in the judgment of the agency/facility, based on violations either of the above or of any other CCH or Catholic Charities policies, rules or regulations, you will be subject to disciplinary action up to and including dismissal.

3.2 Confidentiality

The policy of Catholic Charities of the Diocese of Springfield in Illinois and the Catholic Children's Home School is to treat each person with respect and dignity. This is consistent with the history of Catholic Charities USA regarding agency-client interaction as well as with the positions presented in the Bishops' Pastoral on Families. It is also in keeping with the laws of the State of Illinois concerning confidentiality.

All licensed individuals to whom the Mental Health and Developmental Disabilities Confidentiality Act applies are expected to carry out the form, as well as the intent of the law. Other individuals employed by Catholic Charities and the Catholic Children's Home are expected to carry out duties as covered under the Illinois Mental Health Code.

Employees of CCH School will be asked to sign a statement of confidentiality at the time of hire and periodically throughout their terms of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy. Employees found to be violating this policy are subject to disciplinary action, up to and including discharge, and may also be subject to civil and/or criminal penalties for violations of, among other things, applicable confidentiality laws.

3.3 Discipline Policy

The primary purpose of discipline is to assure conformance with the policies and procedures of the Agency, which have been established as an aid in achieving the objectives and mission of Catholic Charities and CCH. Proper administration of disciplinary measures develops professionalism and teamwork that are necessary to achieve the objectives of Catholic Charities and CCH.

There are various forms of discipline: **verbal warning, written warning, suspension** (with or without pay), and **termination** (discharge). The administration of discipline by the supervisor toward an employee may embrace all of these disciplinary forms in a progressive manner or may include only one of them, depending upon the gravity of the offense.

- **Supervisory (Verbal) Feedback** (Initial intervention otherwise known as verbal feedback):

When an employee is new to CCH or Catholic Charities, and is beginning to learn what the expectations of the job are, they will be given feedback by their supervisor, trainer or others to help them learn their jobs. These initial "teachings", called verbal feedback, are instructional in nature. Generally, this will correct the employee's actions and will not lead to discipline. This opportunity to help employees become successful in their jobs is *called*

verbal feedback. Again, this is NOT, itself, a Disciplinary Step. ***The correction of misconduct is a disciplinary step, and is considered a verbal warning.***

- **Verbal Warning:** Verbal warning is a form of discipline, which is appropriate to correct repetition of minor instances of misconduct. A written document will be made as a way of recording this verbal warning.
- **Written Warning:** Prior to the issuance of a written warning, the incident/misconduct will be discussed with the Executive Director or Administrator. The Director must give prior approval to the issuance of the warning letter. Instances of employee misconduct which are not so serious as to warrant suspension or discharge may be corrected by a written warning. The warning should be in writing with a copy of the warning incorporated into the employee's personnel file and a copy given to the Executive Director or Administrator. The entire contents of the warning letter and a copy of Article VI-1 shall be discussed with the employee, and the employee shall be asked to sign a statement that the discussion occurred. Any employee who receives three written warnings within one year for any type of infraction may be subject to termination (discharge).
- **Suspension:** Suspension is a forced absence from work, with or without pay. A supervisor with the knowledge and prior approval of the Executive Director or Administrator will use this form of discipline. This form of discipline allows the Agency and the staff person to gain time to review the circumstances of misconduct and/or to correct instances of serious misconduct.
- **Termination:** Termination (discharge) of an employee may be based upon a single violation of the Catholic Charities/CCH policy or may be based upon a series of violations and must have the written approval of the Executive Director or Administrator.

The above procedure outlined does not alter the "at will" status of employment.

3.4 Complaint Procedure

Each member of management is responsible for creating an atmosphere free from **discrimination** and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their co-workers.

If you experience any job-related harassment based on your sex, race, or other factor or you believe you have been treated in an unlawful discriminatory manner, promptly report the incident to the Executive Director or CCH Associate Administrator, who will directly investigate the matter or assign an internal investigative team and take appropriate action based on the findings.

Your complaint will be kept confidential to the maximum extent possible. If Catholic Charities or CCH determines that an employee is guilty of harassing another employee, appropriate disciplinary action will be taken against the offending employee.

CCH prohibits any form of retaliation against any employee for filing a bona fide complaint under this policy or for assisting in a complaint investigation. However, if after investigation of any complaint of harassment or unlawful discrimination, CCH determines that the complaint is not bona fide or that an employee has provided false information regarding the complaint, disciplinary action may be taken against the individual who filed the complaint or who gave the false information. Please see Administrative Services Manual relating to the agency's Complaint Procedure.

3.5 Personal Appearance, Demeanor, and Work Station Care

Discretion in style of dress and behavior is essential to the successful personal appearance, demeanor, and operation of the respective programs of CCH. As all employees are role models for children and families, they are required to dress in appropriate attire and to behave in a professional manner. Staff should not wear any clothing that is distracting to students. Each employee's attire should give due recognition to the fact that, in all work-related contacts with clients and community, the employee officially represents CCH.

Employees are also required to keep their work environment clean and orderly. Before departing at the completion of the workday, employees should lock all files and cabinets and clear all work material from desk and cabinets, especially materials of a sensitive or confidential nature.

As agency property, Supervisory staff maintains the right to open and inspect the contents of desks, file cabinets, and other agency-owned storage units/property.

Employees failing to adhere to proper facility standards with respect to appearance, demeanor and workstation care may be subject to disciplinary action.

3.6 Smoking Policy

Effective January 1, 2008, Catholic Children's Home is in compliance with the Illinois State Law Banning Smoking in Public Places. Employees and visitors to the Catholic Children's Home will be prohibited from smoking in the building or on grounds of the Catholic Children's Home. Smoking is permitted only in personal vehicles parked 15 feet away from the building.

Because CCH may be subject to criminal and civil penalties for violations of applicable smoking laws, we must insist on strict adherence to this policy. Employees smoking in any nonsmoking area will be subject to disciplinary action. Please contact the Associate Administrator if you have any questions regarding the smoking policy.

3.7 Observation/Consultation

Staff will be observed by supervisors, Administrator and Training Coordinator, regarding CCH Model usage, academic teaching, therapeutic interventions and the upholding of the youth rights. These observations will be discussed during supervisor-staff consultation times. Videotaping may be used as a teaching tool.

3.8 Mailboxes

Outside and in-house information will be communicated via staff mailboxes. This necessitates staff checking their mailboxes often during the school day. It is each staff's responsibility to check their mailbox for messages, as well. Students are not allowed in the mailroom at any time-for any reason.

3.9 Personal Belongings

Purses/personal items must be kept locked in designated staff lockers or in locked cabinets in your area. Coats may be kept in the classroom or other designated area. Staff not abiding with this policy is responsible for any losses. CCH is not responsible for staff's personal property left in work areas.

3.10 Soda – Staff

A soda machine is available in the staff break room on the first floor for CCH staff. Students are not allowed in the staff break room at any time-for any reason. If a student earns a soda, staff must purchase it for them. NO ONE is allowed to have a soda in the cafeteria at meal time.

3.11 Lunch – Staff

All staff is encouraged to eat lunch with students. Lunchtime offers an opportunity for all staff to observe students in the given situation. It also has been an effective motivator for students to invite and/or buy the privilege of having additional staff eat with them at their table. When applicable, this should be arranged between the individual classroom and support staff.

Staff must accompany students during breakfast and lunchtime. *Tables should be cleaned and ready for the next class to use.* Staff should accompany students to the scrap table at clean-up time to insure proper placement of dishes, glasses, trash and eating utensils.

Sodas/Snacks are not allowed on buses without prior approval from the bus driver. Time is to be allotted for students to eat/drink during free time as an earned privilege.

3.12 Breaks – Staff

Breaks are to be taken at your designated times. Breaks should be taken in area designated for breaks or in your own area if you so desire. Staff is expected to stay on campus during school hours unless they first receive approval from a coordinator. If you receive approval, notify the School Office of the time you leave and return. Unless you have an appointment or school business to attend to, please do not loiter in the school office during your break. CCH may request workers to forego breaks as the need arises.

SECTION 4 COMMUNICATION PROCEDURES

4.1 Telephone Use

Employees are discouraged from making personal phone calls while at work. When they are necessary, they should be kept to a minimum length of time. If you are expecting an important call, let the front office know. The receptionist is not responsible for trying to locate staff for non-emergency calls. Messages will be placed in staff mailboxes. Calls will not be transferred to individual staff during class/session time with students, unless receptionist is notified of a specific important call.

Excessive numbers of personal phone calls take the employee away from important business and/or client matters and will be reported to supervisor. Making personal long distance phone calls is prohibited except in emergency situations.

Cell phones are only to be used while on break, including texting, IM, photo, etc. Cell phone ringers are to be turned off. At no time is staff to allow a student to use a staff's cell phone. Staff cell phones are to be kept away from students at all times.

4.2 Parent Contact Procedure

1. Teachers and counselors are considered responsible for contacting parents/guardian.
2. Document information in phone contact log in their area.
3. Post necessary information on information board located in school office with supervisor's approval.

The school office must be notified if staff is expecting return calls from parents or other professionals. If you have called or paged a parent, please let the front office receptionist know, as well.

SECTION 5 EMPLOYEE OF THE QUARTER AWARD

The Employee of the Quarter program (see Ad Services Manual) is an excellent way to recognize one staff member per quarter for his/her outstanding achievement; however, Special Education Department staff are outstanding on a daily basis. A daily kind word, pat on the back, compliment on an observed interaction or teaching technique, word of encouragement, etc. from one staff member to another can mean a whole lot. None of us can do this too much.

On any given day, any number of staff can be feeling unsuccessful, un-thanked, unappreciated and misunderstood. Try to point out the positives in each other, (verbalize them, write them down), but let people know! The Special Education Department staff is an outstanding group of professionals with a lot to give to students and to each other. Maintaining and displaying a positive attitude toward peers can only strengthen our efforts to serve our students.

It is essential with the high stress daily activities that we recognize staff's extra effort. The following programs have been developed to assist in recognizing those who display the CCH mission:

1. Staff Caught Being Great
2. Employee Recognition
3. Employee of the Quarter

Employee of the Quarter Nomination forms are located in the front office and on the 5th floor.

An employee that is selected will receive:

- A check in the amount of \$250.00
- A designated parking spot for the quarter
- Two (2) individual Day-Off certificates to be used during the quarter
- An award certificate to be displayed (at home) for family and friends to see
- An award certificate to be displayed, for the quarter, outside the front office, along with a photo of the employee
- A beautiful balloon bouquet
- Employee's name engraved on a distinguished plaque to be displayed in work area during the quarter
- The admiration of employee's co-workers and friends for a lifetime.

SECTION 6 VEHICLE USE

In order to drive any facility or agency vehicle, an employee is required to have completed the Child Care Driver Application (DCFS Form 671), have completed the Medical report on an Adult in a Child Care Facility (DCFS Form 602), and have a copy of their valid driver's license on file with CCH.

Employees will not be permitted to drive an agency vehicle until the results of the Child Care Driver Application has been received by the agency. If, for some reason, CCH receives notification of the ineligibility of a staff member to transport children, the employee and supervisor will be notified. In addition to the above, other requirements must be followed:

- The driver must have a valid driver's license with an acceptable record of safe driving.
- The transportation of Catholic Children's Home clients should be in agency vehicles. If a personal vehicle is used for any agency purpose, the owner of the vehicle will be paid mileage as specified by CCH policy. (The personal vehicle must be covered by one's own insurance, since CCH will not be liable for accidents or injuries occurring from such usage.)
- Any staff using a personal vehicle must provide a copy of their insurance policy and a current insurance card.)
- All drivers transporting children or operating an agency vehicle must have an appropriate license classification for the vehicle being used.
- Catholic Children's Home requires all passengers, as well as the driver, to wear seat belts (and shoulder restraints where installed) while the vehicle is in motion.
- Before use the vehicle must be inspected for safety-related concerns.
- Appropriate mileage logs must be completed and returned, with keys, to the designated office area.
- It is the driver's responsibility to ensure that the insurance/liability card is in the vehicle.
- When transporting five or more children in a van, there must be two staff (one driving and one sitting in the rear of the van). Students with a Risk Management Plan, must sit in the front passenger seat or next to an adult.
- Cleanliness and care of the vehicle is the responsibility of the driver.
- It is the responsibility of the driver to ensure there is a minimum of one half (1/2) tank of gas in the vehicle upon return.
- Agency issued gasoline credit cards may only be used for agency vehicles. Use of agency credit cards for personal vehicles is strictly prohibited.
- No youth or non-agency/facility employee may ever be allowed to operate an agency vehicle with the exception of the driver's education car while accompanied by a staff member.

Vehicles are parked in the designated spaces and can be signed out in the school office. The mileage log must be maintained. Also, please be sure all doors of vehicles are locked and windows rolled up after parking. The school office has the credit card for fuel purchases.

Staff is to do a visual check of vehicle (walk around to check tires and for any dents/damage) prior to leaving and after return to facility. If the vehicles are not performing well, are making noises, etc., or not found to be in clean condition, please report the situation immediately on the form in the vehicle notebook, verbally to their supervisor and complete a work order.

The school department as per Federal law may not use the Variety Club Sunshine Van.

Accidents involving the Catholic Children's Home vehicles REQUIRE that:

- a police report be filed
- supervisor and Administrator be notified within 24 hours
- the accident Hotline be called
- a written accident report be signed by your supervisor and submitted to the Administrator.

SECTION 7 BUILDING SECURITY

7.1 Keys, Outside Doors

The door at the main entrance is locked at all times. Entrance into the building is monitored by a speaker system, controlled by the receptionist who will let staff know if the person is cleared for entrance. Staff is not to allow entrance to the facility to anyone without checking with the receptionist first! Anyone attempting to enter by an entrance, other than the main entrance, should be directed to the front door for admittance. School students are not to be admitted unless someone from the school office is contacted first. AT NO TIME is a student permitted to open any outside or P.E. door unsupervised.

If you are expecting someone, please let the receptionist know approximately what time the person is expected and the person's name.

All entrances to the building are prohibited from being propped open.

*Staff keys are the responsibility of the individual staff. **Students are not to be given access to keys at any time;** staff may be charged for any expenses incurred if locks need to be changed (due to lost keys).*

7.2 Locking Rooms / Areas / Lock Down

Due to the special nature of our students, and for their safety and welfare, all rooms are to be locked when not in use. Please lock windows before leaving for the day. Post a note on your door if you will be away from the area.

When an announcement is made "to secure all doors", staff is responsible for locking your area. An "all clear" will be made to unlock the doors.

7.3 Student Restrooms

School Staff must accompany students to the restroom. Stalls must be inspected before and after use. Any problems with cleanliness should be reported to school office. Student restrooms must be kept locked.

SECTION 8 WORK SCHEDULES / ABSENCES

8.1 Hours of Work, Work Schedule, Leaving the Premises

The general business hours for the Catholic Children's Home are 7:30 a.m. to 5:00 p.m. Monday through Friday. Work schedules differ from one department to another and from one position to another.

CCH is open each and every day of the year providing twenty-four hour care. The Administrator, under the direction of the Executive Director, will determine hours for staff. Employees are expected to be working on the premises of CCH during their regularly scheduled hours, unless they have properly notified their supervisor of illness or other absence.

Staff is expected to stay on campus during school hours unless they first receive approval from a coordinator.

Staff will be expected to record your own time worked, in accordance with the established CCH policies and procedures (see Timesheet Processing). The Facility may request workers to forego a break / rest period as the need arises. Staff is responsible for the tracking of approved bank hours on their time sheets.

Teachers and therapists are required to stay for school Parent / Teacher Conferences.

8.2 Respecting Schedules

In order to maintain efficiency, the teachers, support staff and administrative staff must devise and implement highly structured schedules. A five-minute delay at 8:30 may result in a 30-minute delay by 1:15 and the disruption of any number of individual schedules. Therefore, it is imperative that schedules be respected and maintained. Ample time is allowed before and after school hours for individual conferences and conversations.

Support staff must assure that schedules of services are maintained. Besides the obvious educational and therapeutic reasons for strictly maintaining a schedule of services, the facility is in non-compliance with ISBE rules and regulations if appropriate services are not provided. Classroom staff must be informed in writing, in advance, of any temporary or permanent change in a student's schedule.

Each classroom is given a minimum thirty-minute time frame when all students will be in the classroom, once a week, as designated for class conference. This is an excellent opportunity to pursue group activities.

Classroom staff is also important in facilitating the maintenance of schedules. Although this may be difficult, teachers should be aware of their individual student's schedules so that the student will be prepared to leave the classroom with the therapist or counselor. ISBE regulations require that student schedules be posted in the classrooms. If a class has planned a special activity, such as a movie, students should be prompted beforehand if it will be necessary to leave with support staff. In some cases arrangements with support staff might be made ahead of time, however, this may not always be possible.

Due to the nature of our students, there will always be those "expected unexpected" situations which cause the day's activities (therapies, counseling, lunch, bus boarding, etc.) to stray from schedule. Although consistent inability to maintain classroom, counseling, therapies or other schedules is not acceptable, staff should support each other when uncontrollable situations arise and above all, communicate with each other with regard to maintenance of student schedules or any student need.

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When students leave early for the day, please inform the school office and have family member, therapist, etc. complete the Student Sign-out Sheet in the school office. Request identification if staff does not know the person picking up the student. School office will notify bus garage, as soon as possible, to avoid transportation complications.

8.3 Summer School

Summer school consists of 24 school days. Summer hours are from 8:00 a.m. until 1:00 p.m. Staff working the regular school year may or may not be hired for summer school. Staff are hired and assigned in regards to the best interest of students. The size and student composition changes from year to year. Staff is to be at work from 7:45 a.m. until 1:15 p.m. (with no breaks), or until all students have left the building. Staff salaries are figured at 2/3 of their daily school year rate times the 24 days of summer school. Staff is credited with one paid absence day at the beginning of summer school. When substitutes must be used for teachers, the classroom assistant may be paid an additional rate per day for the extra responsibility. Any training in service units may be credited towards the upcoming year's requirements.

High school students may earn up to one full credit toward graduation. If a high school student has excessive absenteeism, their credit earning will be reviewed. Generally, after three (3) absences, students are no longer able to earn credit. High school students who attend one or more days of summer school, but are dropped due to non-attendance will receive a report card with a grade of Incomplete. Elementary & middle school students receive pass/fail grades during summer school. Any elementary or middle school students who drop during summer school will not receive a report card.

8.4 Timesheet Processing

The payroll system at CCH is set up to pay its employees by either Salary or Hourly payroll. Salary employees pay periods end, and are paid, on the 15th and the last day of the month. If either of these days occurs on a weekend, the salary employees are paid the Friday prior to that weekend. Hourly employees pay periods end every other Sunday and timesheets are due to their Supervisors on the following Monday. The pay dates are every other Friday.

Each employee is responsible for maintaining his/her own timesheet. The recording of their time is to be done by each employee, on the timesheet that pertains to their payroll – salary or hourly. All time recorded on the timesheet should be done in blue or black ink only. If the employee makes an error in recording their time, the error should be marked through with a single line and initialed. No form of “white out” should be used on timesheets.

At the end of each pay period, the timesheet must be signed by the employee and sent to their direct supervisor for verification and signature. If the employee has had any absences from their regular work schedule, they must complete an Absence Request Form and attach it to the appropriate time sheet. This form will be signed by the immediate supervisor and forwarded, with the time sheet, to the Executive Secretary. Submission of the timesheets to the Executive Secretary should be done according to the dates on the yearly calendar provided to each supervisor, denoting the time frames for payroll processing. Staff is responsible for the tracking of approved bank hours on their timesheets. CCH Administrator must approve bank hours.

When all of the timesheets are received by the Executive Secretary, she will then forward them to the Records and Benefits Officer for verification of absence days and accrual accumulation. The time sheets will then be returned to the Executive Secretary for input into the ADP Payroll system for generation of payroll earnings statements.

8.5 Staff Attendance

Catholic Children's Home expects all employees to assume diligent responsibility for their attendance and promptness. Recognizing, however, that illnesses and injuries may occur, the agency has established paid absence days to compensate full-time regular and part-time regular employees for certain time lost for legitimate reasons. Should you be unable to work because of illness, you must notify your supervisor of your absence, unless you are granted an authorized leave, in which case different notification procedures apply. Failure to properly notify the agency will result in an unexcused absence day (unpaid day).

Per school policy, if you are absent due to illness or injury for three consecutive work days, a statement from a physician, certifying that you are physically able, may be required before you will be permitted to return to work.

In addition, CCH may require you to submit a statement from your physician, in such cases where abuse of this policy is suspected (for example, where an employee's record indicates a pattern of short absences and/or frequent absences before or after holidays and weekends).

Absenteeism or tardiness that is either unexcused or excessive, in the judgment of the facility, is grounds for disciplinary action, up to, and including, discharge.

8.6 School Staff Arrival / Departure

Hours for the various positions held through the Special Education Department vary according to the given duties and responsibilities of the position.

The school day begins at 8:00 a.m. Staff are expected to be prepared and in the cafeteria by 8:00 a.m. All Staff are expected to be in the cafeteria by 1:55 p.m. to assist with departure. Team meetings will be held from 2:15 to 3:00 p.m. If no meeting is scheduled, staff will be required to work in area until 3:00 p.m.

8.7 Call-Off

If illness prevents you from reporting to school, please notify the SCHOOL OFFICE at 465-3594 *228 before 7:00 a.m. that morning. In some cases, this may not be possible; however, please call as early as possible to allow time to secure a substitute. You may call and leave a message 24 hours a day.

8.8 Closing Due To Weather or Other Natural Disasters

In case of severe weather for which schools may close, please watch television for the closing of Alton Catholic Children's Home School. Closings are announced on KTVI-TV (channel 2), KMOV-TV (channel 4) and KDSK-TV (channel 5). Snow days are made up by adjustments to the school calendar during, or at the end of the school year.

8.9 Early Dismissal Procedure for Students

When school districts call CCH to report that their district is calling an early dismissal due to inclement weather, teachers will be notified to get the affected students ready for their bus immediately. Staff will be asked to call parents to inform them of their child's early dismissal. The same procedure will be followed when the Alton School District calls school off early due to inclement weather, but in addition, administration will call TV channels 2, 4 and 5. Staff may be allowed to leave after all students are gone.

8.10 Staff Coverage – Special Circumstance

As noted previously, it is necessary to contact substitutes as early as possible; this requires that staff contact the school promptly when they will be unable to attend. If an absence is anticipated, detailed instructions for the substitute must be provided. In the event of teacher illness, sufficient information should be maintained in lesson plans to permit a substitute teacher to fill in with minimal disruption. Instructions for substitute teachers must be current, concise, and available. When substitutes must be used for teachers, the classroom assistant in that classroom may be paid an additional rate for the extra responsibility.

8.11 Paid Absence Day – Allotment

Full time 10-month regular employees accrue 10 days per year accumulated at the rate of one day per month (August through May credited on the tenth of each month). New employees hired after the beginning of a new school year, must be employed prior to the tenth (10th) of the month to be credited with a paid absence day for the month in which hired. Employees hired for summer school session will be credited with one (1) paid absence day at the beginning of the summer session. A sick day and/or personal day used during summer school uses a full day.

Paid absence days shall become available to each employee after his/her 6-month orientation/training period is completed. Paid absence days accrue during this period but may not be used until the orientation period is completed. For regular employees, unused absence days may be accumulated up to a maximum of 60 workdays.

- Three (3) personal days are allotted on January 1st of each year and must be used in that calendar year. The employee's supervisor must approve use of personal days, in advance.
- Paid absence days may not be taken in less than 1/2 day increments. (See also Staff Attendance.)
- Ten-month employees are not eligible for vacation time, so vacations should be scheduled around school holidays, unless pre-authorized through the Administrator.
- Accrued days may not be used after resignation is received.

8.12 Bereavement

If there is a death in a regular employee's immediate family, paid absence days, not to exceed three (3) days will be granted, as required by the individual circumstances, after notification to the employee's immediate supervisor or Associate Administrator. Immediate family includes spouse, child, sibling, parents, grandparents, grandchildren, stepparents, stepchildren, mother-in-law and father-in-law. If there is a death of a near relative, other than immediate family member, a paid absence of one (1) day may be granted with prior approval from the employee's supervisor or Associate Administrator. If additional bereavement time is needed, employee may request emergency use of vacation or personal days from their immediate supervisor.

For regular part-time employees working less than a full-time schedule, bereavement leave of absence pay will be calculated based on the average scheduled number of hours worked in the pay period.

SECTION 9 EMPLOYEE LEAVE

9.1 Military Leave

Leaves of absence without pay for Military or Reserve duty are granted to full time regular employees. If you are called to active military duty or to the Reserve or National Guard training, or if you volunteer for the same, you should submit copies of your military orders to the Associate Administrator as soon as possible. You will be granted a military leave of absence without pay for the period of military service, in accordance with applicable federal and state laws. If you are a reservist or a member of the National Guard, you are granted time off without pay for required military training. Your eligibility for reinstatement after your military duty or training is completed is determined in accordance with applicable federal and state laws.

All benefits that operate on an accrual basis (e.g., vacation and paid absence days) will continue to accrue during days of your military leave. Group health benefits do not apply for any treatment or service resulting from war or any act of war, declared or undeclared.

9.2 Family and Medical Leave Act of 1993 (FMLA)

The Family and Medical Leave Act of 1993 states: "Upon request, an employer must grant an employee *UNPAID* leave for up to 12 work-weeks during any 12 month period if the leave is requested for any of the covered reasons. An employee is eligible for the leave provided he or she has been employed by the employer for at least 12 months and has worked at least 1,250 hours during the previous 12-month period. If both the husband and wife have the same employer, they are only entitled to an aggregate leave of 12 work-weeks during a 12 month period."

Catholic Charities and the Catholic Children's Home, in compliance with the FMLA guidelines, allow limited use of Time Off Benefits during an approved leave of absence. The purpose of this policy is to define leaves of absence to eligible staff members in accordance with the FMLA.

This policy applies to all staff members who have worked at the nonprofit agency for at least one year at the time the leave is requested and have completed at least 1,250 hours of service during the twelve-month period preceding the leave request.

Eligible staff may be granted up to twelve (12) weeks unpaid leave in any twelve (12)-month periods:

- a) For the birth of a staff member's child, or upon placement of a child with the staff member for adoption or foster care. This leave will normally be taken in one block of time unless the Administrator approves special arrangements for "intermittent" or "reduced work schedule". CCH requires the maximum use of up to thirty (30) accumulated benefit days (Sick, Vacation and/or Personal days) to be used as "paid leave time" during a family medical leave under the FMLA.
- b) When the staff member is needed to care for a child, spouse or parent who has a serious medical condition. CCH allows the maximum use of up to thirty (30) accumulated benefit days (Sick, Vacation and/or Personal days) to be used as "paid leave time" during a family medical leave under the FMLA.
- c) When the staff member is unable to perform his or her functions due to a serious health condition. In line with the Paid Absence Day section of this Handbook, all accumulated sick time must be used prior to the approval of Vacation and Personal time usage.
- d) The total of paid and unpaid leave under this policy is not to exceed twelve (12) weeks.

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For the purposes of the Family and Medical Leave Act policy, the following definitions will serve:

Child -

Anyone under eighteen (18) years who is the staff member's biological, adopted or foster child, stepchild, legal ward or an adult legally dependent child. This may include a child for whom the staff member has day-to-day responsibility.

Parent -

Biological, foster or adoptive parents, stepparents, legal guardians, or any individual who stood in place of parents for a staff member when the staff member was a child.

Spouse -

A husband or wife as defined by applicable state law.

Serious health condition -

An illness, injury, impairment, or physical or mental condition that involves inpatient care, or any period of incapacity requiring absence from school or work of more than three calendar days and involving continuing treatment by a health care provider.

Procedures for Requesting Family or Medical Leave

- a) A Request for FMLA form must be completed by a staff member requesting leave, and submitted to Associate Administrator thirty (30) days before commencement date. If thirty (30) days advance notice is not possible, FMLA leave must be given as soon as possible.
- b) When the leave is due to a staff member or family member's serious health condition, the staff member must provide written documentation from the health care provider.
- c) Re-certification of the serious health condition may be required during leave.
- d) While on leaves, employees are required to contact the Associate Administrator every fifteen (15) days to advise the nonprofit agency of any change or improvement in condition.
- e) Staff will meet with supervisor and executive secretary to discuss benefits.

When the leave is for planned medical treatment, the staff member must attempt to schedule the treatment so as not to disrupt the Facility or Agency's operations.

9.3 Status of Benefits During Leave

During leave, under this policy, the staff member is responsible for any insurance payments normally deducted through payroll. Prior to leave, the Associate Administrator will explain the payment obligations to the staff member.

If a staff member fails to return to work at the end of the leave, the Agency may recover from the staff member the cost of any payments made to maintain the staff member's coverage, unless the failure to return was beyond his or her control.

A staff member on leave will not lose any employment benefits accrued prior to leave, unless the staff member uses a benefit during the leave, such as accrued annual or sick leave. Sick and annual leave and seniority does not accrue while a staff member is on unpaid family and medical leave.

9.4 Return to Work

Before being permitted to return to work from a leave for the staff member's own serious health condition, the staff member will be required to provide certification from his or her health care provider that he or she is able to resume work.

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Upon return from leave, most staff members will be reinstated in the following priority of position reassignment: if available, the same position held before leave, or reassignment to an equivalent position with equivalent pay, benefits and other conditions of employment.

If possible, staff members on leave should notify their supervisor at least two weeks before the end of the leave to inform the Children's Home of their availability to return to work.

Failure to return from leave, or failure to contact the Associate Administrator on the scheduled date of return, may be considered voluntary termination of employment.

9.5 Jury Duty Leave

CCH wishes to assist each employee in the performance of his/her responsibilities as a citizen. Therefore, employees who are selected to serve on a jury will receive from the agency the difference between an employee's regular earnings and jury pay for the duration of the employee's summons for jury duty. Upon receipt of their jury duty check, employees are to notify the agency of the amount in order for the agency to reimburse the staff member for the difference, if any, from the normal pay. When the jury is in recess for half ($\frac{1}{2}$) a day or more, an employee is expected to report to work for the balance of the day.

SECTION 10 EXPLANATION OF SUPPORT SERVICES

Within the first 60 calendar days of a new student's enrollment, each therapist and designated counselor completes an assessment with the student. An IEP review meeting is scheduled to discuss the results of each assessment with the parent and school district.

Staff should provide the coordinator with the proposed goals and objectives, **at least FIVE (5) days, prior to the IEP review meeting**. This meeting date is listed on the bottom of the intake sheet, if possible, and/or posted in the school office.

If therapist does not complete the assessment report within the required time frame, they will be responsible for completing the IEP amendment process.

Any student may also be referred for therapy if the need arises. Students are scheduled for therapy for 30 or 45-minute time increments. Each student has a card that is used for scheduling therapies and/or counseling. This card is kept in the school office.

The Motivation System is used to assist with behaviors during therapy times. Other motivators for time on task or appropriate behaviors are also utilized.

Our specialized support services play a vital part in the educational process. Services provided by the Special Education Department include counseling, family therapy, art therapy, occupational therapy, speech/language therapy, and music therapy. A team approach is established for each individual student and includes diagnostic information, observations, and recommendations from all professionals involved with the student. All support staff will provide their supervisor and CCH Administrator with a copy of their schedule. Updates and changes to schedules also need to be provided.

10.1 Counseling

Counseling will be scheduled regularly for each student. Through individual/group therapy, counseling will explore areas of personal growth and emotional/social development. Counselors will complete the new student orientation, regarding model use, with their new students. Counselors are also available for emergency situations.

10.2 Family Therapy

The family of any student attending the school may request family therapy services. They will be referred to Catholic Charities and the services will be paid for by the Catholic Children's Home.

10.3 Art Therapy

Art therapy offers the student an opportunity to explore personal problems and potentials through both verbal and non-verbal expression. Physical, emotional, and/or learning skills are developed through art experiences. Because there is no "right" or "wrong" in art, it becomes a source of success for many students. The art therapist will evaluate the student's art behaviors, art products and their ability to communicate. This will help the therapist formulate assessments and treatment plans. Treatment plans may include encouraging the student to express feelings, to increase perceptual awareness, and to improve self-image and awareness of others.

10.4 Occupational Therapy

Students with apparent gross and/or fine motor difficulties, sensory integrative dysfunction or perceptual problems are screened and/or evaluated by the occupational therapist. When indicated, the treatment is scheduled on an individual or group basis. The goals of the sensory integrative approach are to facilitate improvement in the student's ability to receive, organize and interpret sensory information and in turn, to produce an appropriate motor response. Improving these motor, academic, behavior and social skills is important for academic success. Groups involving craftwork (such as leather), improvement of specific fine motor skills (such as handwriting) and the wood shop are also available.

10.5 Speech and Language Therapy

The speech and language pathologist will provide screening, evaluative and therapeutic services for students exhibiting difficulties in the areas of articulation, language, fluency and voice. In addition, hearing acuity is screened both near the time of the student's initial enrollment and yearly thereafter. When indicated from the speech and language evaluation, students receive individual and/or group therapy on an intensive basis. The ability to communicate effectively in the classroom and in other everyday activities is stressed, as well as, the improvement of the auditory skills (attention, discrimination, memory) importance for academic and social success. When indicated, referrals are made to other professionals such as audiologists, neurologists or otolaryngologists.

10.6 Music Therapy

The purpose of the music therapy program is to provide the students with a relaxing and entertaining environment in which they can explore new ways to interact with peers and learn different depths of music appreciation. Students may also be seen in groups, which provide additional experience in proper social skills with peers and adults.

10.7 Psychiatric Service

The Catholic Children's Home has a licensed consulting psychiatrist on staff. The doctor visits the facility weekly for scheduled appointments with students and parents. The doctor provides evaluations, diagnosis, recommendations, and prescriptions for medications, if deemed necessary. The family is required to meet with the doctor to provide psychosocial/health information and to consent to treatment and medication at the initial appointment. Follow-up appointments will be scheduled, as the doctor deems necessary.

10.8 Reading Enrichment

The special education teacher may refer students to this program. The reading enrichment assistant then conducts an assessment to determine the student's reading function level. S.P.I.R.E. and other reading enhancement programs are utilized to improve reading skills.

SECTION 11 CONTACT PROCEDURES - OUTSIDE AGENCIES

11.1 Child Abuse Reporting

As a licensed child welfare facility, all employees of CCH are mandated to report incidents or suspected incidents of child abuse and/or neglect. Suspected cases of abuse or neglect must be reported immediately to the Administrator and the Coordinator. In such cases, the Child Abuse Hotline (1-800-25ABUSE) must be contacted. Each employee is required to follow departmental procedures regarding reporting such incidents.

All employees, as well as those acting on behalf of CCH, are to respect the dignity of children entrusted in their care. They must avoid treatment of children, which can be perceived as verbal, physical, sexual, or emotional abuse. CCH will not assume any responsibility or liability for an employee or volunteer who inflicts bodily injury or personal injury consisting of or arising out of corporal punishment, sexual or physical abuse, sexual exploitation or any other similar act, harm, injury or damage to any person in the care of its employees or others acting in its behalf in its program or activities, whether or not committed by or with the knowledge or consent of any injured party.

11.2 DCFS Hotline

1. In the case of any suspected abuse, contact coordinator and counselor immediately with the specific information. Call caseworker, if applicable. Coordinator will contact Administrator.
2. Person witnessing suspected abuse/neglect will initiate contact with outside agencies; coordinator will be available for assistance
3. Call to be documented on form in Hotline Binder located in the school office. Complete written confirmation of suspected child abuse/neglect report.
4. Relevant information regarding incident will be related at team meeting.

11.3 Police Contact

1. Contact Coordinator
2. Coordinator will contact the Administrator and student's counselor
3. Coordinator will make call to police
4. Police contact form completed by coordinator
5. Parent contacted by coordinator or counselor
6. Incident report to document by involved staff
7. Coordinator will contact probation officer, if applicable

11.4 Probation Contact

A monthly report is completed and forwarded to appropriate probation officer by Coordinator

1. Phone calls to probation are made at Coordinator discretion
2. Information regarding probation officer visits or phone contacts will be shared between coordinator, counselor, and teams.

11.5 SASS Contact

1. When a student makes a suicidal/homicidal statement, to anyone, the student's counselor and coordinator must be notified immediately.
2. SASS will be contacted at the discretion of the coordinator.
3. An incident report must be completed by anyone witnessing the incident and given to the coordinator by the end of the day.

SECTION 12 SCHOOL STAFF RESPONSIBILITIES

All staff members are needed to ensure safety during student arrival and departure. Students are transported to school from numerous school districts. At CCH, most students arrive between 8:00 and 8:30 a.m. Staff should be waiting in the cafeteria to assist with searches, medications, breakfast, observation, and behavioral intervention. Staff should return to their designated work areas by 8:30 a.m.

Departure for most students begins at 2:00 p.m.; times may vary depending on a variety of bus schedules. Classrooms should be in the cafeteria by 1:55 p.m. Students are not to go out to buses before 2:00 p.m.

Classrooms should wait quietly at their assigned table until the specific bus number is called. Students should be escorted to the bus by staff, even if a student is on a higher point system. There must be no running on the stairs or to the bus for obvious safety reasons. Staff is responsible for supervising students in their care at all times. Staff is not to give Hall Passes to students to use at dismissal time. Disciplinary action may be taken for leaving a student unattended.

When a student is picked up before dismissal time (not riding bus, as normal) staff must have person picking them up complete the Student Sign-out Sheet in the school office. Staff must request I.D. from anyone they do not know. Parent/guardian should notify school, in writing or by phone call that student is being picked up and by whom. At bus time, classroom staff must also tell the bus personnel that the student will not be riding home.

If a student arrives late to school or leaves early from school, the classroom teacher must inform the school office, and the office will notify the bus garage to avoid transportation complications.

12.1 Bus Conduct

Classroom staff will address bus conduct notices. Consequences should be tailored to meet the needs of the particular student and/or class.

Bus rules may vary depending upon district regulations. This can create problems at times, especially if a student has bought the privilege of bringing an item (such as a radio) to school, but transportation of such an item is against bus regulations. Therefore, please check with the student's bus driver prior to sending items home on the bus and before giving students permission to bring items from home.

12.2 Coat Room

Upon entering the school building, students are required to place personal items in the coatroom. This includes, but is not limited to coats, purses, umbrellas, electronic games, CD players, and any other items not needed for school. Staff should be available to assist with getting items from the coatroom to the classrooms' assigned tables at the end of the day.

Items placed in the coatroom are to be tagged/labeled with student's name and placed in a Ziploc bag with the student's name on it. A staff member is to hand items back to each student at dismissal time. (Cell phones and electronic devices will be handed to students only as they leave for their bus or ride.)

12.3 Staff Notice Boards

Staff is responsible for reading the Notice Board in the school office upon arriving in the morning and throughout the day. Meetings and other pertinent information will be posted in the office. A supervisor *must approve* informational reports before they are copied and posted anywhere. Administrator must approve all other notices posted anywhere in the building or placed in mailboxes.

Staff will also need to check the Staff Attendance Board daily to see if they should cover for an absent coworker. If you have an IEP meeting to attend, let your coworker know that you are not available at Privilege Time on that day and remind them to cover for you.

SECTION 13 SEARCHES

Teachers will be notified the previous day or as soon as possible about school-wide searches, selected class searches and selected individual student searches. Staff may also request searches on students if they have reason to believe the student may be carrying a weapon, possessing drugs, lighters or matches.

Searches *MAY NOT* be requested to find candy, pens, etc. Use the CCH Model to instruct the student to give up unauthorized items.

Any search request must be posted in the school office by the end of the day before a student is to be searched. If you select a student or whole class to be searched, note the day you would like it, with the student or class name on the form located in the school office. Staff must include the safety concern that prompted the search.

For your own legal protection, there must be another staff present as a witness when you conduct a search. The Coordinator must give approval prior to conducting any searches.

Students are not to go to class until their search has been completed. If a student refuses to be searched, use the CCH Model.

Any contraband found will be placed in envelopes. The envelopes will have the student's name, date found and contents of the envelope on the front. The envelopes will be kept in the school office.

Be sure to watch for your student to enter the building on search days. It is important to direct them to search area before they join the other students in their class.

13.1 Search Procedures

Searches are held in 2nd floor conference room.

Student(s) form a line in the hall supervised by two (2) staff members. (*When all students are being searched, students will go up stairs by bus entrance & form lines supervised by staff. After being searched, each student will go down the stairs across from the Middle School Coordinator's office, supervised by one staff.*) Students are not allowed to talk or to touch one another while in line. Student(s) are directed into search room where their belongings (coats, sweatshirts, sweaters, book-bags, purses, etc.) are placed on a table to be searched by a staff member. Before a student removes a sweatshirt/sweater, be sure they have another shirt on underneath.

FEET

- Student sit and remove shoes and socks (socks will be checked first)
- Student turn socks inside out, hold by toe of sock
- Staff then checks shoes, inside and out. Tap heel of shoe on floor to dislodge any item in toe

UPPER TORSO / Arms and sides

- Student raise arms straight out to sides, staff pull sleeve material tight against underarm
- Staff to keep material tight and -
 - feel thoroughly for objects within material
 - use opposite hand to slide down arm toward armpit, never removing hand from underside of student's arm
 - carefully check armpit area with hand
 - continue down side of torso
 - at waistband check for objects taped to student's side / repeat process on other side
 - check tag in back of shirt for objects

UPPER TORSO / Back and front

- Staff smooth out clothing on shoulder area
- Male student – staff reach around to check front of torso
 - with open hand search student from top of chest toward waistband
 - repeat procedure on student's back
- Female student to pull front of bra out and shake bra to dislodge any items
- Search female student's back same as male's

WAISTBAND

- Student to put thumbs in their waistband, including underwear, and shake waistbands
- Staff to check leather tab or label on back of jeans for possible "created" pocket

LOWER TORSO / Pockets and legs

- Staff to check back pockets by pulling pants away from student's body, feel pockets for any items
- Student to turn front pockets inside out
- Staff pull pant leg material tight against thigh and –
 - with hand wrapped first around front of leg, check inner and outer leg (move down leg)
 - check back of leg (move from top down) / repeat process on other leg
 - check bottom of pant legs for anything that may have been pushed down to ankle area

Staff will then check student with a Metal Detector. Once student is cleared, they may pick up their belongings and return to designated area.

SECTION 14 MEETINGS

The following meetings are required for school staff as noted:

Team meetings will be held as scheduled to discuss student behaviors and school policies. Input from all involved staff will be helpful in determining progress toward each student's treatment plan. Meetings will run smoother and be more effective as conversations remain respectful, student related and goal oriented. Off topic and side conversations distract and lengthen meetings, therefore, staff concerns regarding other staff should be discussed in consultation with your supervisor.

School All Staff meetings involve issues, concerns, and policies applicable to all staff members. Attendance at these meetings is mandatory and staff is encouraged to actively participate. All staff is responsible for knowing all information imparted. "All Staff" meetings are held in the cafeteria from 2:15-3:00 p.m., when they are scheduled.

Intake meetings allow newly referred students to be placed into the Special Education Department. During this meeting, the parents and new student may tour the facility, complete student information packet and learn about the program. General goals/objectives may be written to cover a 60-day initial placement period, and necessary pre-assessment information is gathered to complete an IEP. Parents are informed that psychiatric consultations, for students, are available free of charge at the Catholic Children's Home building.

IEP review meetings are scheduled approximately 60 calendar days after a student's initial placement. Teachers will submit percentages for IEP goals on initial IEP. New IEP goals will be established or current ones continued. A new IEP will be developed based upon student's behavior exhibited during first 60 days of school. **Therapies will have 55 calendar days to complete required assessments and submit report to Coordinator.** If student displays age appropriate skills and is not in need of therapy, therapist does not need to attend IEP review meeting. Supervisor will present assessment information to parent and district at meeting. Any participant listed who cannot attend an IEP meeting must complete an IEP Excusal Form.

If student is eligible for therapy (Art, Music, O.T., Speech), the therapists are required to attend IEP review meeting to present assessment information and develop IEP goals. **Staff should provide the coordinator with the proposed goals and objectives at least FIVE (5) days prior to the IEP review meeting.** The IEP will be developed with input from the student's teacher, counselor, therapists, and input from the social skills tutors, parent, district, and student. These meetings are mandatory unless excused by your supervisor. **If therapist does not complete the assessment report within the required time frame, they will be responsible for completing the IEP amendment process.**

Annual review IEP meetings are attended by staff involved with the student; as well as parents, students, and representatives of the referring school district. Progress is reviewed and all involved professionals should be prepared to present goals and objectives for inclusion in the new IEP. Recommendations for the next academic year are also generated at the IEP meeting.

Cont'd on next page

End of year review meetings are held to discuss the placement of students for the upcoming year. This includes graduation and return to public school.

In addition to these meetings, school districts often schedule meetings for the purpose of assessments and IEP three-year re-evaluations.

ALL student meetings should have written documentation to place in students' files.

SECTION 15 STUDENT PASSES

15.1 Using a Pass

For a student to walk unsupervised, he/she must have a green pass clipped in plain view. In addition, all students walking unsupervised in the hallway must have a yellow pass completed by a school staff member. Fill in the following information and sign (“name”, “date”, “from”, “time leaves”, and “to”).

PASS	
Name _____	
Date _____, _____	
From _____	Time Leaving _____
To _____	Time Leaving _____
_____ Signature: Person Issuing Pass	

If student is returning to the original location, the 2nd “time leaving” blank must be completed and initialed by staff.

15.2 Pass Rules

1. Walk directly and quietly to written designated area.
2. Avoid stopping and socializing in the hallway.
3. Avoid engaging in horseplay in the hallway.
4. Avoid misusing time.
5. Do not stop at classrooms or offices to wave or talk to others.

SECTION 16 STUDENT ARRIVAL / DEPARTURE PROCEDURES

All students arriving before 8:30 must use the Jefferson Street entrance.

Students arriving past 8:30 must use the front (main) entrance and be signed in by a parent or guardian using the form located in the school office. Staff admitting students after 8:30 must:

- complete the "Student Sign-in/Sign-out" Log in the school office
- notify the School Office Manager that student is present
- check the "Search List" and call staff, if needed, to do the search
- staff will call homeroom teacher/assistant to escort late student to appropriate area, lock coats, hats, etc. in the coat room

When classroom staff is notified by a parent that their child will be leaving school early, inform the school office ASAP. The school office will notify the bus garage to avoid transportation complications.

When a student does leave early, please have the family member, therapist, etc. complete the Student Sign-in/Sign-out Log in the school office. If staff does not know the person picking up the student, request identification.

SECTION 17 STUDENT MEALS

CCH provides free breakfast (8:00 to 8:30) and lunch to students. A "Request for Free/Reduced Lunch" form is sent home at the beginning of each school year for parents to complete and return. Lunch forms must be returned to school, whether or not a family qualifies for a free/reduced lunch, in order for Catholic Children's Home to continue the free breakfast and lunch program. Any meal restrictions will need a medical doctor's release. (See *Policy on Allergies and Emergency Action Plan*)

Breakfast: Meal - 1 of entrée or 1 cereal and toast Drink – 1 juice and 1 white milk 2nds - 1 white milk	Lunch: Meal – 1 of entrée, 1 fruit, 1 dessert (if offered) Drink – 1 milk choice 2nds – 1 peanut butter and jelly sandwich, 1 white milk
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17.1 2nds at Mealtime

Though extra food may be available in the cafeteria, seconds are not automatically given. Students may earn seconds, if student has less than 50 negative points on student's point sheet at mealtime. Staff must accompany students going through the lunch line. Students and staff may only go through the lunch line one time for seconds.

17.2 Food Delay

Breakfast or lunch will not be given to a student in the tutoring center who refuses to follow staff's basic instructions or who will not stay in assigned area. Should a student choose to remain out of instructional control, meals may be delayed a maximum of 15 minutes, until the student complies with instructions.

If non-compliance continues, breakfast will not be offered after 9:00 a.m., and lunch will be offered at 1:30 p.m. Food will be refrigerated and/or reheated, as necessary. Students will not be allowed a choice of meal while in the tutoring center.

17.3 Changes In Lunch Schedule

If a class will not be eating lunch as scheduled, for any reason at CCH, the teacher is responsible for notifying the kitchen. A Change of Meal Plans form must be approved by a Coordinator and given to the kitchen at least three days in advance. Forms are available in the school office.

17.4 Ordering Out - Eating In The Classroom

Pizza parties and/or other forms of ordering food out for classroom parties may be planned more than one time per semester with the Coordinator's permission. If you have ordered food to be delivered to CCH for any reason, you must notify the receptionist in the front office that you are expecting the delivery and leave payment in the front office, with a tip included. In addition, any time food is consumed in the classroom or any school area, please clean up all leftover food and if necessary, notify the designated housekeeping staff so that leftovers, food wrappers, etc. will be disposed of quickly. If your class is not eating in the cafeteria, a Change in Meal Plans form must be completed (approved by Coordinator) and submitted to cafeteria at least 3 days prior to your lunch.

17.5 Sodas - Students

The privilege of earning sodas has been motivating to many of our students. Please remember that this is a privilege and as such should be used only as earned and in moderation (or it will lose its effectiveness). Remember - bus companies/drivers will not allow students to drink soda on the bus. Students are not allowed to have open soda or to consume soda in the cafeteria, at any time.

SECTION 18 STUDENT SCHEDULES / THERAPIES / ACTIVITIES

18.1 P.E. and Unified Arts Schedules

P.E. is scheduled for all students on two or three days per week (depending on the classroom). Classes should be escorted to the P.E. area in order to arrive at their designated P.E. time.

Unified Art groups are scheduled for all students on days alternate to P.E. scheduling. Teachers will meet their class at the designated area at the beginning and the conclusion of the session.

18.2 Counseling, Therapies Schedules

Information including day of the week, time and whether session is individual or group must be provided by the individual therapist/clinician/counselor and turned in to Administrator and the Coordinator a week after the student begins receiving services. Therapy staff is responsible for updating and turning in schedules as changes are made.

18.3 Media Usage

Before showing any movies, teachers must obtain supervisor's approval. Movies should be violence free. Remember that scheduled therapy has priority over movies. Before showing a movie, it is wise to do preventive teaching to prepare students who may need to leave before the movie's conclusion. Also remember that movies tend to lose their effectiveness as rewards when shown too frequently.

Written permission from parent must be obtained before showing a PG or PG-13 rated movie along with supervisor approval. R-rated movies are strictly prohibited.

Video games and computer programs used in the classroom must be rated E for Everyone.

A VCR/DVD player is available on a reservation/sign out basis in the Art Educator's office. Please make sure that all equipment is stored in an orderly manner after each use (i.e. cords neatly rewound and material removed from VCR / DVD player). Radio stations must be monitored for their appropriateness in the school setting.

18.4 Activities in Another Area

If a class is leaving the classroom for an activity in another area, or if therapy/counseling sessions involve using an area other than the regular office/therapy room, the school office should be notified of your whereabouts and a note left on your door.

18.5 Cooking

The kitchen area may be used if your class plans to cook. Since this area will also be in use by other groups, it is important that you sign up for kitchen use at least one week in advance. Available times and sign up are done through the school office manager. Please clean the kitchen after use.

18.6 Privilege Time

All students have opportunities to earn privilege time activities consistent with their level on the Motivation System. Points are 100 points for Middle & High School students, and 50 points for Elementary students, either from earned daily points or points earned in bank book balance. If a student has an alternative classroom balance, 25 points must be paid toward that balance before privilege time can be purchased.

Even though a student has been to the tutors, a student may still purchase full privilege time, using

either daily points earned or points earned in their bank book balance. High School and Elementary students must complete their daily assignments before purchasing privilege time. Middle School students must work for ten (10) minutes on that day's work before privilege time.

In-room privileges should be appropriate to the child's interest and should be directed toward the targeted social skills. Students must maintain a reasonable noise level and must be under internal/external control during privilege time.

Out-of-room privileges must be purchased in advance, (see point values above). Once the student has selected an activity, the purchase is written in the attendance book and the student must stay with his/her first choice, if it is available.

The school office manager posts these activities in the school office. Staff supervising privilege time activities should check the list in the school office before privilege time begins. During privilege time, the student must have their point sheet and must have a yellow hall pass permitting them to proceed to the designated place. Students without yellow passes will earn point fines and be returned to class for the appropriate hall pass (see Student Passes). Students displaying inappropriate behaviors during privilege time may be sent back to class.

18.6.1 Privilege Time Reminders

- Progress & Merit students may buy-out everyday
- Challenge students may buy-out *once a week*
- If a student has lost his green hall pass *due to behaviors*, he *may not* buy-out
- Students with *Risk Management Plans must be escorted at ALL times*
- All students are expected to *bring their point sheets AND hall passes* to Privilege Time
- Students will line up *QUIETLY* outside the door of the Privilege-Time area
- *Students will be sent back to class* if continual problems arise

ALL Privilege-Time areas are *limited to 5 students, EXCEPT* the following:

PE (Monday, Tuesday, Wednesday, Friday)	8
Game Room	6
Music	4
Computer / Board Games	4

On occasion, students will be asked to change their choice, due to availability, peer conflicts, or staff absences. Students may be completely "bumped" from their choice, but every effort will be made to fairly allot the various buy-out areas.

Teachers, *please* notify your students if they are bumped or changed, so the staff in charge of that area does not have the responsibility of sending extra students back to their homeroom class.

Privilege-Time begins at 1:20. Please do not send students early. Staff supervising area should be there **BEFORE** 1:20, ready for students to arrive.

To better serve the students at privilege time when staff are needed for an IEP Meeting or are absent, staff will cover for each other. Staff will need to check the staff attendance board daily to see if they should cover for an absent coworker. If you have an IEP meeting to attend, let your coworker know that you are not available at Privilege Time that day and remind them to cover for you.

SECTION 19 MEDICATION PROCEDURE

The school nurse will administer daily medication when the following is completed:

- Medication must be sent in the proper prescription bottle with the child's name, type of medication, dosage and physician's name all showing on the label.
- Parents must bring the medications to the bus driver/aide who in turn will transport the medications to school personnel upon arrival at CCH.
- An adult must bring all medications directly to the school nurse. Students are not allowed to possess any medications due to the possibility of theft, overdosing, non-prescribed use, loss, or illegal sale.
- This will be strictly enforced for the safety of all students. If students are found in possession of any prescribed medications, parental contact/suspension/police involvement may be warranted.
- All medication left in the clinic will be disposed of the last day of school unless further / other arrangements have been made.
- For those students attending summer school, their last day is considered to be the close of the summer school session.
- If short-term medication is needed (cough syrup, decongestant, etc.), the medication must be sent in the original container and must be accompanied by a written note signed by the parent specifying the dosage and length of time medication is to be given.
- In order for medication to be discontinued without a doctor's orders, a written explanation must be submitted by parent / guardian.

All medicine brought to school will be kept in a locked box in the nurse's office.

NOTE: No aspirin or over the counter medications containing aspirin (such as Pepto-Bismol) will be administered by Catholic Children's Home staff.

Medications, including over-the-counter, are not to be kept in the classroom or be dispensed by anyone other than the nurse or nurse's designated representative.

19.1 Permission form for Incidental Medications

A parental permission form is sent to all parents of students in the Special Education Department. Students must have parental permission for any medication to be given, including over-the-counter medications.

19.2 Disposal of Prescription Medication

The following is considered to be the proper procedure for disposal of prescription medication:

- Facility nurse will dispose of medication by flushing unused portion down the toilet, making sure that no remaining medication can be retrieved. Supervisory staff will witness the disposal.
- Facility nurse and supervisor will complete the prescription medication disposal form, which is kept in the medication log.
- The pharmaceutical labels should be removed from the container and shredded.

19.3 Policy on Allergies and Emergency Action Plan

Staff will ask parents/guardians, other professionals and the student if there are any allergy concerns. **If a concern is noted, further information will be gathered** and an allergy emergency action plan will be developed. If the allergy is severe, requiring the use of epinephrine or a change in diet while at school, documentation by a physician is required.

SECTION 20 FIELD TRIPS

Although parent's sign "blanket" field trip permission slips for the entire year, additional permission, specific to the individual trip, is required for each outing. Also prior to the field trip, it must be cleared through the Coordinator and notify both the school office and appropriate support staff. The classroom staff must post the date and time of the field trip on the calendar in the school office. Classroom staff must sign out, in advance, any facility vehicle used (see vehicle policy). The school office will assist in preparing the parent permission slip/consent form. Completed forms must be on file in the classroom for each student for each trip. A Field Trip Request form must be filled out by staff and approved by the Coordinator three (3) weeks before desired date of trip.

20.1 Field Trip Checklist

- Check in the school office to make sure a vehicle is available for the date you want. Each van holds 7 passengers total (5 students and 2 staff). A Field Trip Request form must be completed to authorize the field trip and include monetary needs. A purchase request must also be completed and accompany your request. These must be given to the Administrator or designee for approval, three (3) weeks before desired date of field trip. Administrator will forward request to the Springfield Office for the check to be issued.
- Once trip is approved, request any additional staff members needed with the appropriate Coordinator.
- If lunch is not at CCH, a Change in Meal Plans form must be filled out at least 3 days in advance and given to the Coordinator for approval. Once the Coordinator has given approval, give form to kitchen personnel.
- A specific permission slip must be sent home for parent approval prior to the student going on the field trip. Blank permission slips are available in the school office.
- Please send notes to students' therapists and counselors and PE/Music if students will miss their allotted time.
- Notify front office when you will be out of the building. Note on the Informational board in the school office where you are going and what time you will return. Provide school office with a list of all participating students and staff before you leave the building.
- If for some reason there are students that are not going on the field trip, prior arrangements must be made for the student to stay in another classroom. If students are in the tutoring center, arrangements must be made for them to go to another classroom when they have finished in the tutoring center. Notify school office of these arrangements.
- Notify school nurse if medications will be needed while away from the building. Keep medications in a secured area and give in a timely manner.

SECTION 21 OFF-GROUNDS TRACKING POLICY

CCH has a strict policy regarding taking students off-grounds with only one staff. If it is absolutely necessary for one staff member to leave the grounds with a youth, there are several steps that need to be followed:

1. Seek your supervisor's approval before leaving the grounds.
2. Use CCH vehicles whenever possible (See Vehicle Use procedure).
3. Obtain Off-Grounds Tracking form from the school office.
4. If you are delayed for any reason in returning to CCH, call to report why and where you are. Complete the Off-Grounds Tracking Form, have student sign it, and turn it in to your supervisor as soon as possible.
5. Completed form will be kept in student's file.

SECTION 22 REQUIRED DOCUMENTATION -SCHOOL

22.1 Home Notes

In order to maintain an effective link with parents/home environment, school/home reports must be completed daily on each student unless otherwise specified. Support staff is also encouraged to contribute to a student's school/home reports.

22.1.1 Home Note Guide

Home notes are our most effective tools for communicating with parents. They should be used to convey factual information, both positive and negative, about a student's daily behavior. Write reports as you would want documentation of your own child's behavior. Home notes should not be used to express staff's personal opinion about the child. For instance, it is acceptable to say, "Billy was helpful and kind to staff and students today." It is not acceptable, however, to say, "Billy was a real sweetheart today. We think a lot of him." These statements are your *opinion*, not a fact.

Following are some "stock" comments you can refer to as guidelines when writing home notes.

Student greeted staff pleasantly

Was helpful by _____

Stayed on task

Showed kindness to others by _____

Completed all work

Showed good manners

Showed care for his books/materials

Did very neat work

Accepted "no"/consequences

Asked for help when he needed it

Played well in PE

Was able to problem solve

Worked hard all day

Had good lunch, bus, bathroom, hallway, nurse's office, behavior

Put forth a lot of effort

Made a good decision about _____

Was responsible for _____

Earned ____ for _____

Asked permission/raised hand

Disagreed appropriately with _____

Said "no" politely

Had good behavior in Unified Arts, counseling, therapy, P.E.

Came back from tutors and was successful for the rest of the am/pm

22.1.2 How to Say It

Awkward and clumsy	Appears to have difficulty with motor control
Does all right if pushed	Accomplishes tasks when interest is frequently stimulated
Too free with fists	Resorts to physical means of winning his point
Dirty, bad odor	Needs guidance in development of good habits of hygiene
Lies	Shows difficulty in distinguishing between imaginary and factual material
Cheats	Needs help in learning to adhere to rules and standards of fair play
Steals	Needs help in learning to respect property rights of others
Insolent	Needs guidance in learning to express himself respectfully
Lazy	Needs ample supervision in order to work well
Rude	Needs to develop a respectful attitude toward others
Dishonest	See either "lies" or "steals"
Selfish	Needs help in learning to share with others
Coarse	Needs assistance in developing social refinement
Noisy	Needs to develop quieter habits of communication
Disgusting eating habits	Needs help in improving table manners
Is a bully	Has qualities of leadership, but needs help in learning to use them democratically
Babyish	Shows lack of maturity in relationships with others
Associates with "gangs"	Seems to feel insecure in group situations; needs to develop a sense of independence
Disliked by other children	Needs help in learning to form lasting relationships
Often late	Needs guidance in learning habits of punctuality
Is truant	Needs to develop sense of responsibility regarding attendance

Home notes will be taken to each class for input from all teachers on a daily basis. A sample is in the appendix. The homeroom teacher will file the home notes and share information with other teachers.

22.2 Incident Reports and Accident Reports

An incident report must be completed to describe any situation that has occurred that is out of the ordinary for a particular student/staff, including students leaving property without permission. Accidents regarding students/staff must be reported to their Coordinator and the school nurse. All reports should be completed and given to Coordinator before leaving work on the day of occurrence. An incident report must be completed when there is police involvement or an OSS.

22.3 Classroom / Counseling / Therapy Logs / Grade books

The major events of the day for each student should be entered succinctly into logs maintained by teachers, counselors and therapists on a daily basis.

Grade books must be current and must accurately reflect graded daily work. Classroom staff will keep a Daily Classroom sheet, along with grades, which will include attendance, participation and work completed. The computer program "Grade Keeper" is available for use by staff.

22.4 Assessments (Developmental Therapies)

Written reports of formal evaluations must be completed within 55 days of intake. Give assessments to the Coordinator with the proposed goals and objectives at least FIVE (5) days prior to the IEP review meeting.

22.5 Therapy Progress Reports

Therapy progress reports are done at the time of report cards. Art Therapy, Music Therapy, OT, and Speech Therapy are required to document student's IEP percentages on a quarterly basis (four times a year). Counseling reports are completed twice a year, at the end of the first and second semesters. (See "Student Discharge Reports")

22.6 Attendance Records

The School Office will record attendance for the maintenance of attendance records, but each student's individual attendance must also be maintained in the classroom. Staff is asked to record tardiness and early dismissals in their attendance books and on the daily attendance sheet posted in the school office. Therapies, counseling, individual service providers unified arts and P.E. must maintain attendance records for student participation.

22.6.1 Attendance Procedures

Teachers will receive a pocket folder with an attendance sheet. These folders are to be used to record attendance each day. The folders are to be sent to the office each morning and are returned to the teacher by the end of the day.

Teachers will periodically be given an attendance printout to verify that their attendance book and the office attendance agree. (Please compare this with your records and make any corrections necessary; discuss any discrepancies with school office. *Please return confirmation copy to the school office ASAP*)

Record daily attendance in **pencil**. Turn attendance in to school office by 9:00 a.m. each day.

Attendance Codes:

P = Present	A = Excused	D = Detention	OSS = CCH suspended
T = Tardy	U = Unexcused	H = Hospitalized	BSS = Bus suspension
Dp = Drop/Discharge*			

If unsure whether a student is excused or not, either leave the spot blank or mark "U". If you receive a note or see that the parent has called, change the "U" to an "A" the next day. Please circle the box where you make any changes. (see samples following)

Excused Absences:

Illness of student	Family Trip –	providing the school is notified in advance, the student got assignments in advance, and turns in those assignments
Death in immediate family		
Certain religious holidays		
Doctor's appointment for student		
Court appearances		

IF PARENT DOES NOT NOTIFY SCHOOL, THE ABSENCE IS "U"

A student is tardy "T", if they arrive after 8:30 (only exception is a late bus).

Students admitted after the bell, should be signed in by a parent or guardian unless otherwise approved by a Coordinator.

** When a student is dropped/discharged from the school program, their attendance is recorded through their last day as a CCH student. The “dp” (drop) code will be placed in the attendance book on the next day. This is to accurately record the student’s attendance to districts.*

22.6.2 Sample Attendance Sheet

2009-2010		May																
MEYERS/Fowler		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T
Student Name		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25
<i>Keyed to database</i>																		
1	B. [REDACTED]	p	p	p	a	a												
2	B. [REDACTED]	p	u		p	p												
3	D. [REDACTED]	a	t		p	p												
4	H. [REDACTED]	d	d	d	p	p												
5	H. [REDACTED]	h	h	h	p	t												
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		

student was excused when parent sent note
circle notes change to attendance

student unexcused-no call, no note

student arrived after 8:30-circle notes change to attendance

IMPORTANT - Classroom staff should note any changes in attendance on these sheets. Codes can also be circled by school office staff when calls are received in the office. This sheet is used to create monthly reports for school districts and must be correct.

Present - P
Absent-Excused - A
Absent-Unexcused - U
Tardy - T
Detention - D
Hospitalized - H
Out of school susp - OSS
Bus Suspension - BSS

22.6.3 Sample Attendance Verification Sheet

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	ACA
		Classroom:	LastName:	FirstName:	1	2	3	4	7	8	9	10	11	14	15	16	17	18											
1		Alton	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
2		Alton	John	John	p	p	p	p	oss	p	p	p	d	d	d	d	d	d											
3		Alton	John	John	h	h	h	h	h	p	p	oss	p	p	p	p	p	p											
4		Alton	John	John	p	p	p	p	p	p	p	p	p	p	p	oss	oss	u											
5		Alton	John	John	p	p	p	oss	p	p	a	p	oss	p	p	p	p	p											
6		Alton	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
7		Alton	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
8		Bailey	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
9		Bailey	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
10		Bailey	John	John	p	p	p	u	p	p	p	p	u	p	p	p	p	p											
11		Bailey	John	John	u	p	p	p	p	p	p	p	p	p	p	oss	p	p											
12		Bailey	John	John	a	a	a	p	p	u	p	p	p	p	p	p	p	p											
13		Bailey	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
14		Bailey	John	John	u	p	a	p	u	p	oss	oss	oss	u	u	u	p	u											
15		Bailey	John	John	p	p	p	p	p	p	p	p	oss	p	p	oss	p	p											
16		Cato	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
17		Cato	John	John																									
18		Cato	John	John																									
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23		Cato	John	John																									
24		Cato	John	John																									
25		Cato	John	John																									
26		Gunderson	John	John	p	p	p	p	p	p	p	p	p	p	p	p	p	p											
27		Gunderson	John	John	p	p	a	p	p	p	p	p	p	p	p	p	p	p											
28		Gunderson	John	John	p	p	p	p	p	p	oss	d	d	d	d	d	d	d											

Several times each month, teachers will receive this form and be asked to verify that the attendance for their classroom is correct. Changes are often made in classroom attendance that don't reach the school office. The office staff also makes mistakes in recording attendance in the database.

Please verify your attendance when asked and return these sheets to the school office in a timely manner.

SECTION 23 REPORT CARDS

Mid-Quarter Reports and Quarterly Report Cards will be completed by the homeroom teacher with input from all teachers on the team. Specific due dates will be set and must be adhered to in order to get report cards, quarterlies out in a timely manner. (*See Report Card Process*) Mid-quarter reports are sent home to inform parents of student progress. Teachers and therapists must complete quarterly reports and report cards on specified dates. Quarterly reports, which are sent to both parents and referring school districts, should specify the student's targeted areas for that period and his degree of success. Report cards, which reflect individual progress, must be appropriate to the student's level of achievement.

23.1 Grading and Attendance – Excused/Unexcused

Possible total of 30 points earned per class period (Middle School & High School)		
0-10 points for Class/Period Attendance	0-10 points for Assignment Completions	0-10 points for Participation
Sleeping in class still counts as attendance Remain in classroom	Daily assignments or one make-up assignment completed	Awake, paying attention Group / class discussion

- Students may lose points for being in the tutoring center

IF STUDENT IS ABSENT FOR THE DAY:

- Students that are hospitalized or in detention are to have grades figured on the days the student is able to attend school
- Student does not earn the 10 points for attendance (points are given to students attending therapy, counseling, seeing probation officer, outside agencies, etc.)
- Student must make up *all* work within five (5) school days whether excused or unexcused
- *Excused* absences may earn assignment and participation points (0-20)
- *Unexcused* absences may only earn up to 10 points for completing the work (0-10)
- Corrections must be made upon request
- Grades will be assigned based on a total points basis (i.e., 1150 points out of 1320 points possible for 1st quarter, would be an 87%)
- Grades figured at mid-quarter and end of quarter

All Students will be graded on this scale to lend for consistency between classes.

<p><u>Grade Scale</u> A = 90-100% B = 80-90% C = 70-79% D = 60-69% F = below 60%</p>

Total Days for School Year – 176

23.2 Report Card Process

Teachers – Use the CCH Report Card Template to develop student cards in their homeroom

Verify student's complete name (first, middle, last)

Verify that student's correct date of birth (*dob*) is on report card

Verify student's *district*, check most recent class roster (correct if needed)

Verify that correct homeroom teacher is on report card

Remove *ALL* prior therapy and counseling reports from report card

Make a list of grades for **all** students by class for homeroom teacher (Teachers will record on homeroom report card).

Record homeroom students' grades on report cards (**use letter grades-NO percentages**)

Enter class credit hour(s) for students in 9th through 12th grades

DO NOT use white out (this is a legal document)

DO NOT staple pages together; use paper clips

Sort reports **alphabetically by student, by classroom**

Record attendance (1st, 2nd, & 3rd quarters)

Record attendance (4th quarter) in pencil, through the day before reports are turned in and coordinator will adjust total on last day.

Example: **xx days** in quarter **xx days** in semester

Average previous 2 quarters together for semester grades and record

Return signed cover sheets to school office when students return report cards (**teachers keep report cards**)

Counselors & Therapists –**Prepare student reports- print on ONE SIDE ONLY**

Sort reports **alphabetically by student, by classroom, record student name on each page of report** and give to supervisor

Reports are **DUE BY MORNING OF DAY REQUESTED** (same day as teachers)

DO NOT staple pages together; use paper clips

Therapists, please **make a copy for your files** (since you don't get the entire report card)

ALL Reports are **DUE BY MORNING OF DAY REQUESTED** /Date: _____

Coordinators –

Review Counselor/Therapy reports & **file with report cards**

Review report cards for accuracy (district, date of birth, credits, etc.)

Confirm that all therapist & counselor reports are with proper report card

Year-end reports: adjust attendance numbers & give to school office staff for processing

Coordinators will forward copies to probation officers, if applicable

School Office Personnel –

Copy all report cards & additional reports (*5 sets) by student (staple copies)

*1 one copy to teachers - along with originals in envelopes for students

*2 one sent to appropriate school district

*3 one copy to student file

*4 one copy to Counselor

*5 one copy to Dept. Coordinator

High School Coordinator will copy those relating to high school credits and send to *appropriate high schools*

Type cover letter for each student (*use template*)

Insert cover letter & report card in envelopes - by classroom, and give to teacher with teacher's copy

Disperse other copies, as designated.

Mail report cards for students no longer attending, or to second parent (if requested)

23.3 Student Discharge Reports

When a student is discharged (dropped) from CCH school, for any reason, between reporting periods, the following will be completed and given to the Coordinator within seven (7) working days from the date of discharge:

- Generate a report card, using the report card process
- Therapists and counselors will complete a discharge document reporting the student's progress to date
- Coordinator will send to the district and parents

When a student is discharged (dropped) from the school program, their attendance is recorded through their last day as a CCH student. The "dp" (drop) code will be placed in the attendance book on the next day. This is to accurately report the student's attendance to districts.

SECTION 24 STUDENT RECORDS IN SCHOOL OFFICE

(Kept in School Office / All filed in chronological order – newest on top)

IEP All IEP's from CCH & IEP Meeting Notices (IEP goes on top of Meeting Notice)

QUARTERLIES

*Report Cards & Therapy Reports
Mid-Qtr Progress Reports
Student Transcript (four year plan)
Student Discharge Report*

*INTAKE / CONTRACT** (all of these forms remain at CCH)*

*Intake Sheet
Placement Contract
Family History Sheet
Permission Packet (lunch form filed in separate book)
Counselor Information Form*

REFERRAL INFORMATION

*All previous IEP's, attendance, behavior, grades, family histories, social history, counseling reports, social work info, and/or other reports written by previous schools
NOT psychological or health info*

PSYCHOLOGICAL

*All psychological reports & testing
3 year re-evaluation & pre-assessment documents
Psychiatric assessments while attending CCH*

MEDICAL

*All physicals / dentals / vision
Any doctor notes or documentation
Any medical reports or medical testing info*

*INFORMATIONALS** / BUS NOTICES*

*Handwritten informational half sheets re: students**
Bus notices from drivers
Bus suspension notices
Off Grounds Tracking***

*INCIDENT**/ POLICE REPORTS*

*Incident Reports**
Police Contact Sheets*

CORRESPONDENCE – (whether mailed or faxed)

*Copies of truancy reports / referrals
Letters CCH sends to parents or districts (i.e. OSS)
Attendance letters
ISBE compliance letters
Crisis Intervention disposition forms
Child Abuse Hotline reports
Reports or letters from outside agencies received after time of intake
i.e. hospital records, probation reports, DCFS hotline reports, mental health agencies, etc.*

*RELEASES / PERMISSION SLIPS** (these forms remain at CCH)*

Consent for release forms (if regarding CCH)

Permission Slips

ASSESSMENTS / THERAPY

WIAT Scoring

ISAT Summary

Art Therapy

Music Therapy

Occupational Therapy

Speech / Language

SASS Reports

CONFERENCE SUMMARY

CCH or District forms

*CORE Meeting notes ***

*CERTIFICATES / AWARDS***

Student's special achievements earned at CCH

**** THESE FORMS** are internal and will remain at CCH. They DO NOT go back with file to districts.

Note: Medical information/physicals and S.S.I. paperwork will be kept on file in the nurse's office.

SECTION 25 CLASSROOM FILES

The following section is taken from: *RULES AND REGULATIONS FOR APPROVAL OF NONPUBLIC FACILITIES EDUCATING HANDICAPPED STUDENTS UNDER SECTION 14-7.02 OF THE SCHOOL CODE OF ILLINOIS 13.03*. There shall be an educational file maintained for each student that shall be readily accessible to the classroom teacher on a daily basis, this file shall contain:

1. Specific prioritized daily or weekly definable instructional objectives.
2. A description of all activities directly related to these objectives.
3. A list of instructional materials and equipment utilized to assist in fulfilling these objectives.
4. A written consistent evaluation procedure that indicates progress toward fulfillment of the objectives according to the identified needs of the handicapped student.
5. A schedule of all support services received that accurately reflects the type and frequency of such services.

All materials in the educational file shall be current, consistently updated, and directly related to the individualized educational plans and goals on file in the student record files as required in Rule 10.01C of these Rules and Regulations.

The major events of the day should be entered succinctly into the classroom logs.

Grade books must be current and must accurately reflect graded daily work.

All confidential information, including copies of IEP'S, quarterlies, etc., shall be kept in locked cabinets.

25.1 Student Files

Student records are kept in a locked file in the main school office. ISBE regulations require that materials in the files be arranged so that the most recent information is at the front of the file. Due to the *HIGHLY CONFIDENTIAL NATURE* of the permanent record, files or the contents therefore cannot be removed from the school office. Please check first with the school office records manager to gain access to student files.

25.2 Student Information Sheets

All staff must maintain a student information sheet for all students with whom they work. This information should be helpful to staff and essential for substitutes. Again, this information is confidential and should be kept in a locked cabinet. All information should be kept current.

25.3 Release of Information Forms

1. Completed at Intake, if needed
2. Must be in place to discuss any student information due to confidentiality
3. Review and update at annual review

SECTION 26 STUDENT MOTIVATIONAL SYSTEM

The main goal of the Motivational System is to help students furnish their own internal motivation, so staff can gradually withdraw these external motivation levels. The Motivation Levels are: Daily Point Level with an evaluation period; Challenge Level, Progress Level, Merit Level and Off Point Sheet. IEP goals and objectives are utilized as target behaviors for each level.

26.1 The Daily Point Level

This system is used primarily for students who require constant and immediate feedback on their behaviors. The Daily Point level is utilized for students who have very little internal motivation to perform the behaviors desired by a school setting. This level, through positive and negative point values, aids in establishing a variety of appropriate behaviors, which eventually come in contact with natural re-enforcers. New students start on this level. An adult must accompany students at all times. Privileges are earned on a daily basis, as students require immediate positive feedback within the classroom setting.

26.2 The Challenge Level

Challenge is a level which allows a student more responsibility while still providing close monitoring of behaviors. Students must purchase 20 bonds (using points) to move to this level. Students will learn to exhibit self-control and gain proficiency in the use of the social skills. Hall passes and out of room privileges will be earned once a week.

26.3 The Progress Level

Progress is a level, which involves less structure than the Challenge Point Level. Students must purchase an additional 20 bonds to be eligible for Progress level. The Progress level teaches a youth to be more responsible for his behavior and to give rationales as to why they should or should not earn certain privileges – thus helping them learn how to monitor and to control their own behavior.

26.4 The Merit Level

To move to the Merit level students must purchase an additional 20 bonds. This system is designed for the youth who has developed enough internal motivation that he/she can respond to logical, everyday consequences. Logical consequences are provided for behaviors without the external motivation of either positive or negative points being recorded on a point sheet. The Merit Level relies specifically on logical re-enforcers for a student's behavior. Merit students earn +50 a day in their account to buy from the store. Store item costs will be adjusted to match points available (i.e. 20 = 2).

26.5 Bonds

Students use their points to purchase bonds. Each bond has a cost of 25 points. Bonds may not be purchased if a student owes an alternative classroom balance or has a negative balance. Students are allowed to purchase bonds even if they have been sent to the tutors that day. It is the student's choice whether or not to purchase a bond.

26.6 Student Contract Meetings

Challenge, Progress and Merit Contract meetings, to advance levels, will be scheduled in the school office. Students are to bring their completed contract to the school office for their scheduled meeting. Each homeroom teacher is to complete all contracts, and the teacher or assistant is to escort the Daily students to their meeting.

Cont'd on next page

In addition to the above level advance procedures, a new student may make a No Tutor Level Advance during the first 15 days they attend CCH. Student may advance to Challenge if they have not been to Tutors during that time. A student may advance to Progress if they have not been to Tutors and have had no days of over 100 negatives during that time.

Students with Risk Management Plans must be monitored at all times according to their plan.

26.7 Summary

The Motivational System is geared toward removing external or artificial motivators for behaviors. When a student requires external motivators to help him learn appropriate behaviors, the Daily or Challenge Level is more appropriate. When a student is able to function without these external motivators, he/she has probably earned and moved up to the Merit Level, which utilizes only natural or logical consequences. Because each youth is an individual, each will spend a different amount of time on the systems employed to teach him. It must be remembered, however, that the primary goal of the Motivational System is to teach the student to develop, within himself, the internal discipline necessary to function without an artificial support system. Thus, the Motivational Levels work toward their own extinction. A student who no longer needs external motivation is a youth who has succeeded on the Motivational System.

26.8 Student Instructions

When giving instructions to a student, it is easier for the student to be compliant when instructions are simple, not complicated or lengthy. If the student is approximating the instruction or trying to manipulate you with the instruction, remember to re-focus yourself and give simple instructions. Simple instructions will make it easier for you to determine compliance or non-compliance, as well as allowing the student who may be having processing difficulty, to reach success and to turn the behavior around.

If a student approximates, you have more work to do. You must start over, tell the student what he did right (example 1- looked at you, wrote it down). Tell the student what was incorrect (example 1-language).

Use Simple Instructions such as:

Stop running

Stop jumping

Lower your voice

Fold your hands

Count to 3

Take a deep breath

Pick up the paper

Put down the pencil

Close the desk

Close the door

Spell your name

Look at me

Stop talking

Sit down

Stand up

Take 3 steps

Put your hand on your head

Blink your eyes

Open your desk

Get out the Math book

Turn to page 5

Put both of your feet on the floor

Put your hands on your knees

Lay your hands on top of your desk

Keeping it simple will help the students be more successful and lets the students see that we are willing to “work with them” and are not “sick of dealing with them”.

26.9 Contracts and Violations

26.9.1 Challenge Contracts

The following behaviors are required of a student on this point level:

- Follow school rules/instructions (this includes language)
- Good bus conduct
- Follow pass and hallway rules
- Respect property (school, peer, and student's own)
- Follow individual target areas
- Show 75% accuracy of the goal areas (by measure of the challenge point sheet & documentation)
- Attend school (one unexcused absence is a violation)
- Have passing weekly grades

CHALLENGE LEVEL time period: If a student violates his/her contract four (4) times while on challenge level, they will return to daily and start over with zero (0) Bonds.

26.9.2 Progress & Merit Contracts

The following behaviors are required of a student on these point levels:

- Follow school rules/instructions (this includes language)
- Good bus conduct
- Follow pass and hallway rules
- Respect property (school, peer, and student's own)
- Return home notes and homework (not returning 2 of these in one week is one (1) violation)
- Follow individual target areas
- Show 85-90% accuracy of the goal areas (by measure of the point sheet & documentation)
- Attend school (one unexcused absence is a violation)
- Have passing weekly grades

PROGRESS LEVEL time period: If a student has violated his/her contract four (4) times while on progress level, they will return to the Challenge point level and start over with zero (0) Bonds.

MERIT LEVEL time period: If a student has violated his/her contract 4 times within one (1) QUARTER, they will return to Progress point level and start over with zero (0) Bonds (If target areas are not maintained during the 10 days on a Merit point sheet, the student will return to Progress. If the target areas are not maintained when off the Merit point sheet, the student will be required to carry the Merit point sheet for 10 more days. If student is not successful with the second round of the point sheet, he/she will be in violation of their contract).

26.10 Violations

Violations must be recorded on point sheet

- Each unexcused absence (**Medical excuse from doctor negates attendance requirement**)
- Not returning 2 home notes or 2 homework assignments in one week
- Written bus incident for poor conduct
- Being sent to tutors
- Failing grade for the week results in loss of pass and will be recorded on the following school day

If student violates his/her contract, hall passes should be REVOKED for that day. Write "NO PASSES" on the bottom of student's point sheet.

Cont'd on next page

A student will lose level placement if they are sent out two times to the tutors, show any physical aggression, any excessive horseplay, or leave property. Violations may be earned for excessive negatives earned in a single day *WITH* Coordinator approval.

26.11 Automatic Loss of Level

- Serious inappropriate behavior (Coordinator Approval)

Example: police involvement, leaving property, mob action, bus suspension or out of school suspension.

SECTION 27 TUTORING CENTER

Any time a student refuses to follow three consecutive and different instructions, the teacher will consider the student “out of instructional control” or intensive. Intensive students are referred to a trained Social Skills Tutor for behavioral intervention.

Each student is put on ***an individual schedule*** depending on his or her needs. Schedules can be anywhere from one day to one month time periods. Changes need to be discussed at team meetings. Each schedule consists of three parts:

1. **INCIDENT REPORT** – this report contains the behavioral problem(s) the student was displaying. The student and tutor then discuss what happened, ways to avoid such problems, and appropriate ways of dealing with and accepting consequences for such behaviors. The student then signs the report, practices following instructions, makes an appropriate apology to the staff that sent them out of the classroom, and then returns to class.
2. **CONTRACT** – this consists of a written agreement between student and tutor. It contains the behavior displayed, the schedule the student is on, and a statement that the student is responsible for their own behavior. A student is prompted that if they are sent out again, within their scheduled time, they will receive a -250 point cost as well as written work, before being allowed to return to class. The student signs this agreement, practices, makes an apology, and returns to class.
3. **ALTERNATIVE CLASSROOM** – this report contains behaviors displayed. The student receives a -250 point cost, and completes a designated assignment before returning to class. An apology is made, and the student then returns to class.

For example, a student is on a one-week schedule – the first time they are sent out, they have an Incident Report. If they are sent out a second time within the week, they have a Contract. The third, and consecutive times within the week they receive an Alternative Classroom. A student on this schedule must stay in class one week to start over with an Incident Report.

Tutors will determine if the apology is successfully completed as it was practiced. Staff receiving the apology is to have student earn +5 for the apology and welcome them back to class. Staff is encouraged to have student earn positives for good eye contact, good voice tone, etc. (Do not re-hash the incident)

If a classroom has four (4) or more students in the tutoring center, a staff from the classroom must assist in the tutoring center.

SECTION 28 OUT OF AREA

Out of area does not mean a student is automatically sent to the tutors. They must refuse to follow three (3) different instructions to be with tutors:

Example: student walks into the hall without permission (-30), but when instructed to return to class, the student complies with the instruction to return to area (+15)

Out of area does not mean looking or turning around in their seat. It means the student physically goes to an area other than their assigned area.

SECTION 29 NO RUN ORDERS / STUDENTS LEAVING PROPERTY

The coordinator keeps an updated list of the students who are not allowed to leave the building/property. This list is made available to all staff. Students on the list may place themselves or others in harm/danger if they were to leave the building/property. Any change/ addition of students must be given to the coordinator. Parents/police are notified if students leave the property.

An incident report should be completed to document the incident by the witnessing staff.

SECTION 30 INTERVENTION HOLDS

Only CPI Certified staff members may use intervention holds. Any kind of physical intervention should be used as a last resort (harm to self, others, no run).

DO NOT use physical intervention if youth hits or kicks wall, door, etc. unless it is continuous, causing immediate safety concern.

Remember to allow student his/her personal space unless absolutely necessary (harm to self, others or no run). Remember to use a supportive stance.

No student is to be placed in a hold against a wall or in a corner.

No student should be transported in a "hold" unless it presents a concern for safety. If transported, DO NOT carry student by arms, legs, shoulders, etc. as this may cause serious injury. If transport is necessary, use appropriate transport hold.

Any hold is to be documented and the report given to the coordinator by the end of the school day.

SECTION 31 OUT-OF-SCHOOL-SUSPENSION (OSS)

If student's behavior warrants a possible OSS the following occurs:

- Incident report written by staff witnessing incident
- Staff involved (teacher, coordinator and therapist) may discuss whether a student should receive an OSS (final decision is the Administrator's). If OSS is indicated:
 - Phone call is made to parent
 - Letter is sent to parents and district
 - Probation officer notified, if applicable
 - Bus is notified by school office not to transport student

SECTION 32 ORDERS

32.1 Supply Orders

Teachers and support staff will be required to complete the Supply Order Request for the upcoming school year. Staff is asked to be as descriptive as possible on items. This supply order is for the upcoming school year; please order accordingly and be fiscally responsible.

32.2 Textbook Orders

Teachers are asked to complete their textbook order and turn it into their coordinator for approval by July 1st. It is our goal to provide the best quality textbooks and materials for our students in keeping with our NCA/AdvancED Plan. In order to attain this goal, while remaining in budgetary constraints, different subjects will have priority on a rotating basis.

SECTION 33 ANNUAL EMPLOYEE PERFORMANCE EVALUATION

All Catholic Children's Home employees, on an annual basis, will receive a formal written performance evaluation from their direct supervisors. These evaluations are scheduled meetings, which occur within reasonable proximity of the employee's position anniversary date. New employees, or employees new to their position, receive an additional six-month orientation evaluation. The agency's evaluation tool outlines qualities and characteristics related to work habits desired of all employees. In addition, a general summary of the supervisor's appraisal is provided, along with a specific review of current and future goals. These goals may include recommendations for additional or specialized training. Employees adjudged to have achieved overall positive performance are eligible for annual merit pay increases within budgetary constraints.

Employees are encouraged to openly participate in performance evaluations by presenting self-ratings and providing input into goal development. Employees are given the opportunity to sign the evaluation, present a formal "rebuttal" and receive a copy of the evaluation document. Further information regarding the annual performance evaluation process is provided in the Employee Handbook and Section IIIA of the Ad Services Manual.

SECTION 34 INVENTORY

All Catholic Children's Home assets owned, leased, donated or loaned are required to be recorded on the Asset Inventory Form. The inventory process is done by all staff regarding their area of work, usually as an "end of the year" duty. Generally there will be a preexisting form that may be used to review, revise, or update.

Staff are required to make every effort to complete all columns of the form for each item listed. Not every item inventoried will require an entry in every column. Staff are advised to see the Asset Inventory Form guide for assistance. There is also a list of estimated values available to assist staff in completing the Asset Inventory Form. All Asset Inventory Forms are to be returned to staff's supervisor upon completion.

The addition, disposal or change in status or placement of any recordable asset must be documented on the Asset Maintenance Form.

New Items – prepare the Asset Maintenance Form, completing the 'new items' section. Submit to your supervisor, who will review and forward to the receptionist for recording.

Changed Items – any change in item status, i.e. location of use, program assignment, ownership, etc. should be reported in the 'Item Change' section of the Asset Maintenance Form and submitted to your supervisor who will review and forward to the receptionist for recording.

Disposed Items – items or assets may be disposed of when no longer needed, broken beyond reasonable repair, or when incapable of serving its intended purpose. Authority to dispose of and method of disposal is vested in the Administrator or the Administrative Team.

An Asset Inventory Form will be provided. Room number and date should be current.

SECTION 35 YEAR END DUTIES

35.1 Transfer of Student Information

Homeroom teachers are responsible for developing a student packet, including the following information:

- daily logs
- current point sheet
- current functioning level

This packet is to be given to department coordinator.

35.2 Packing Work Area for Cleaning

Staff should pack their work areas for annual cleaning. This includes boxing books, games, etc; cleaning out staff and student desks and disconnecting computers. Refrigerators are to be cleaned and disconnected, with door blocked open. Items should be removed from window sills. Desk drawers should be emptied.

APPENDIX

1. Point Sheet
2. Acceptable Positive Point Values
3. Challenge Contract
4. Progress Contract
5. Merit Contract
6. Social Skills List
7. Home Note – Elementary
8. Home Note – Middle School & High School
9. Daily Classroom Tracking
10. Individual Student Log
11. Behavior Tracking Form
12. Teacher's Student Information Sheet
13. Off Grounds Tracking
14. Field Trip Request
15. Field Trip Checklist
16. Change in Meal Plans
17. Generic Field Trip Permission Slip
18. Permission to Bring Items from Home
19. Student Incident Reports
20. Student Informational Sheet – to post in office
21. Documentation for Psychiatrist Visit
22. Mid Quarter Report
23. Report Card/Quarterly
 - a. Elementary Report Card
 - b. Middle School (5-8) Report Card
 - c. High School (9-12) Report Card
24. Four Year Plan / Transcript
25. Authorization for Release of Information
26. IEP
 - a. Blank IEP Form
 - b. Conference Summary Report
 - c. IEP Notification / Parent Reminder Letter
27. Core Meeting/Individual Crisis Management Plan

28. DCFS Reporting
 - a. CCH Report of Suspected Abuse or Neglect
 - b. DCFS Documentation Form
 - c. Incident Report
29. Program Organizational Chart
30. Staff Designated Parking Areas
31. Staff Incident Reports
32. Employee of the Quarter Nomination
33. Work Order
34. Purchase Request
35. Staff Salary Time Sheet
36. Staff Hourly Time Sheet
37. Staff Absence Request Form
38. Forms Quick Reference 2010-2011
39. End of Year Checklist

School forms are in the Staff File Cabinet located in School Office. The Master of each form is kept in a plastic sleeve to be used for making copies. Should you encounter this last form, please make at least 15 copies to put back in the file and return the Master to its sleeve.

FORMS QUICK REFERENCE

ACCIDENT REPORT	Staff and /or student need to sign, then goes to school nurse.
INCIDENT REPORT	Incidents regarding tutoring center crisis intervention go to the coordinator.
QUARTERLIES-REPORT CARDS	Go to coordinator (therapists make a copy for your files). See Report Card Process in Appendix
DISCHARGE REPORTS	Go to coordinator
SEMESTER REPORTS	Go to coordinator
CHANGE IN MEAL PLANS	Fill out a form if your class is not eating in the cafeteria. Give to coordinator for approval at least 3 days in advance
INFORMATIONAL (Student)	Must be approved by coordinator before posting in school office
MEMOS/NOTES	Administrator must approve <u>all</u> before posting or distributing
OFF GROUND TRACKING	Use when staff is off grounds with student(s) during school hours (lunches out, walks, taking youths home, etc.) Obtain prior approval from coordinator before leaving the building and notify the school office. The Off Ground Tracking form must be filled out and returned to coordinator
ATTENDANCE FOLDER	Complete and send to school office by 9:00 a.m. Complete "out-of-room" privilege form in folder each day. If student arrives late or leaves early, BE SURE to mark on ABSENCE SHEET in school office so the appropriate bus garage is notified.
PERMISSION SLIP	Kept by Field Trip Sponsor until field trip is concluded. Then turn in to School Office to be filed in student's permanent file.
PURCHASE ORDER	Goes to your coordinator who will forward to Administrator for pre-approval <u>before</u> purchasing items
TIME SHEET	Goes to <u>Time Sheet Basket</u> in school office by end of the day on the 15th and last day of the month.
WORK ORDER	Goes to Administrator for signature prior to work
HOUSEKEEPING REQUEST	Goes to Administrator for signature prior to work
ABSENCE REQUEST	Goes to supervisor, will turn in with time sheet and you will receive yellow copy back
VEHICLE SIGN OUT	Sign out vans in school office.

FORMS QUICK REFERENCE, Cont'd

ASSET INVENTORY FORM	To be completed and given to supervisor
"WHERE YOU ARE" NOTE	Please post on your door when you are out of your room/area.
FIELD TRIP REQUEST	Complete and give to coordinator who will give to Administrator for approval <u>three (3) weeks</u> before trip
TV / VIDEO SIGN-OUT	Sign-out sheet in art educator's room
SCHOOL OFFICE POSTINGS	
Student Searches	Sign up in school office and let student's homeroom teacher know
Intake Staffing-New Students	Time posted on daily activity board
Privilege Time	Posted in school office
Student sign in/sign out log	Use whenever a student arrives or leaves other than by bus
Staff Absences	Check every morning for subs and schedule changes (this affects privilege time coverage)
DISCRETIONARY FUND:	Only used for amounts less than \$5.00 (see school office manager) Receipts must be returned for all purchases. (<i>Amounts over \$5.00 <u>must have a purchase order</u>, with receipts, submitted to Administrator for approval to issue check.</i>)

**THIS LISTING WAS MADE IN AN EFFORT TO HELP WITH COMMUNICATION BETWEEN STAFF.
ANY QUESTIONS YOU MAY HAVE, PLEASE ASK YOUR SUPERVISOR.**

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Catholic Children's Home
Special Education Department
1400 State Street
Alton, IL 62002
(618) 465-3594

I understand and agree to abide by the policies in the following manuals:

2010-2011 STAFF HANDBOOK
PARENT/STUDENT MANUAL

Staff Signature

Date

Coordinator Signature

Date