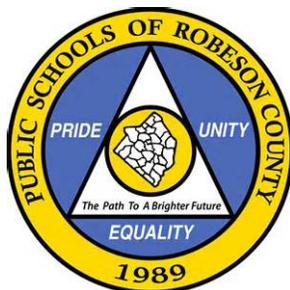


Public Schools of Robeson County Shining Stars Preschool

Parent, Families, Student, And Staff Handbook

Lumberton Shining Stars:
910-671-4343

Pembroke Shining Stars:
910-521-0559



A Licensed 5 Star Preschool



NC Division of Child Development



USING THIS HANDBOOK

Dear Parents, Guardians, and Families,

Welcome to the Shining Stars Preschool Program. Our goal is to provide a welcoming, safe and developmentally appropriate environment for every child.

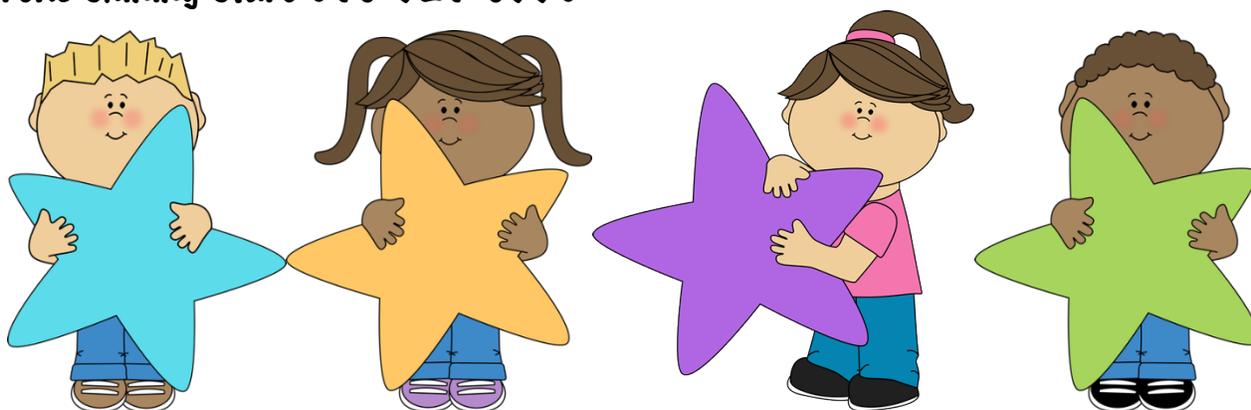
This handbook is designed to ensure that your family has a rewarding experience with the program. In the handbook we have tried to anticipate many of your questions about the program. The purpose of this handbook is to outline the program's policies and procedures. We strive to work closely with parents in a partnership that will facilitate the transitions between home and school. Daily communications and a sense of trust between parents and teachers are vital.

Our goal is to provide the highest quality care and education for children and to ensure that families are valued and respected. To accomplish this, we depend on families to be responsible and active child care consumers. We expect families to read this handbook, follow the policies and procedures outlined, provide us with all the necessary information, and be open and honest with us regarding your feedback about the program. We welcome your comments, questions, concerns and suggestions about your child's experience and the program. We understand that nothing is more important than your child's early education and care experiences.

Given the nature of an ever-changing quality early education and care program, this handbook is a "living" document. You will be notified of formal policy changes during the year via a written policy notice. In addition, the handbook will be updated as needed.

Come and talk with us should you have any suggestions, questions or concerns.

Lumberton Shining Stars 910-671-4343
Pembroke Shining Stars 910-521-0559



Mission:

Educating the Whole Child



Motto:

**You are a Bright
Shining Star
Make Today
AMAZING
And let your Light
SHINE**



School Colors

Blue and Gold

Visit Us Online!

www.roberson.k12.nc.us

Click on Departments
Click on Shining Stars Preschool





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OFFICE OF CIVIL RIGHTS STATEMENT

In compliance with federal law, the Public Schools of Robeson County administers all educational programs, employment activities and admission without discrimination with regard to race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.



EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Board of Education for the Public Schools of Robeson County that no otherwise qualified student shall be excluded from, be denied the benefits of or be subjected to discrimination in any educational program or activity on the basis of age, sex, race, religion, color, national origin, handicapping condition, creed, or political affiliation.



DUE PROCESS

To safeguard every student's right to an educational opportunity and to ensure an atmosphere conducive to learning, while protecting the individual rights of all students, a due process procedure shall be used in those cases in which the misconduct of a student is such that it results or might result in the long-term suspension of the student from any and all school functions. A copy of this Due Process Procedure for Administrative Disciplinary Action for long-term suspension can be requested from the office.



SIGN IN/SIGN OUT POLICY

Your child must be signed in and out each day by the designated responsible adult (18 years or older). Signature must include full first and last name and include the time of sign in and sign out. Only adults listed on the child's application form/emergency card will be allowed to take the child from the preschool program. Anyone picking up the child must be prepared to show picture identification. This policy is strictly enforced to ensure the safety of your child.



BASIC OPERATION

Shining Stars Preschool/Daycare operates 12 months. Hours of operation are from 7:30-5:30 for daycare. Hours for operation for preschool services are 8:00-2:30 or as specified on the IEP. Hours prior to 8:00 or after 2:30 are considered day care services (fee for service). We serve children ages 3, 4, 5, & after school children who qualify for our services due to difficulty finding appropriate day care. We serve breakfast, lunch, and an afternoon snack.



STATEMENTS OF BELIEF

Realizing the trust placed in us by the people of Robeson County to educate all students, we set forth the following beliefs:

- We must prepare students for the 21st Century.
- High expectations yield higher results.
- Students learn best in a safe, orderly environment.
- Students can and will learn and experience success.
- Students must be active in the learning process.
- All students are unique.
- All students are respected for their self-worth.
- There is a high correlation between effort and achievement.
- Healthful living supports the learning process.
- Learning is a lifelong process.



MAKING AN APPLICATION FOR ENROLLMENT FOR SHINING STARS PRESCHOOL

Applications are open to anyone wishing to apply to attend Shining Stars. However, children must meet certain criteria for enrollment. Shining Stars is not in competition with other centers in the area. We will consider any child and make decisions based upon the needs of each individual.

Requirements for Enrollment

- ♥ Application completed
- ♥ Discipline & Behavior form signed by parents/guardians
- ♥ Physical by physician before enrollment
- ♥ Copy of immunization record & social security card on file
- ♥ Proof of insurance coverage or Medicaid on each child
- ♥ The school is not responsible for accidents and/or medical treatment
- ♥ Agreement to pay day care fees signed by parents/guardians
- ♥ Parent Operational/Policy Statement sign by parent

Guidelines for Enrollment

When admitting children into the program, priority is given to children identified as exceptional through the Public Schools of Robeson County's Exceptional Children's Program and those who cannot access day care through other centers. In case of a waiting list, siblings of enrolled children will be given priority. The center accepts children without regard to race, sex, economic status, or degree of handicapping condition. Age is restricted to population served by the center (3, 4, and 5 years of age); school age to 12 years old for non-school time if they are a special needs child.

When a child is being considered for day care subsidy from Social Services & the child has an IEP, services for exceptional children will be provided & a day care slot will be reserve for one month.

1. First priority is given to preschool children identified with a disability who are not enrolled in another preschool program or day care center. These children meet the criteria based upon the requirements specified by the State of North Carolina & are required by law to receive special education, Children who qualify for NC Pre-K are also give top priority.
2. Children who have been asked to leave another preschool or day care center because of behavior (i.e. hyperactivity, impassivity, aggressiveness, etc.).
3. Children who cannot access day care due to medical, physical or other special circumstances.
4. Children referred by health department, social services, or mental health.
5. Siblings of enrolled identified exceptional children,
6. All applications will be considered by the Lead Teacher & Director of the Exceptional Children's Preschool Program. If Shining Stars cannot accept the application, assistance will be given to the parent or guardian to find appropriate day care services elsewhere.
7. Children are required to have proof of up-to-date immunization before entrances. (Check with your physician of the Health Department for specifics.) Children must also have a current physical in the day care folder. There is a 30-day grace period for physicals. Children who do not have physicals within 30 days of enrollment will be asked to remain home until the physical is on file.





FEES

€70.00 per week

NCPK – no fee – afterschool applies
Afterschool – everyone (Private paying and school system and Shining Stars employees)

Shining Stars Preschool is a 5-Star Center and holds the highest distinction with the accreditation by the National Association for the Education of Young Children (NAEYC). The market rate in North Carolina for our center is €137.00 per week. However, Shining Stars works with parents and uses an incentive plan to assist with a lower fee. In order to qualify for this plan you, as the parent, agree to the following:

- A. Payments:
- Make regular payments on Monday of each week.
 - Other arrangements

**You must pay for each day even if your child is absent.
Vacation or long term illness (a full week) may be arranged with the director without pay).**

- B. Participation in activities of the Shining Stars Program is a requirement.
- Join and participate with PTA (Fund Raisers, Fun Day, Officer for PTA, Teacher Appreciation, Field Trips, attend 2 PTA meetings a year in your area – Pembroke or Lumberton – etc.)
 - Support the PTA – attend meetings and participate in the activities such as the fund raiser.
 - Have your child arrive on time and pick your child up on time (within 15 to 30 minutes of your work schedule)
 - Attend Muffins for MOMS or Donuts for DADS
 - Read and return with comments the daily information sent home from the teacher
 - Be timely with all paperwork (application, physical, food application, etc.)

Failure to comply with A. or B. will revoke this incentive plan. A new plan must be entered into with the director and parent before the child can attend Shining Stars.



PAYMENT

Payment is expected on the first day of each week. IF the family qualifies for assistance for day care through Social Services, the payment portion will be expected the first of the week. Other arrangements must be made with the day care director. Receipts will be returned to you on a routine basis. Tuition will not be paid for Winter & Spring Breaks. All other workdays & holidays within the calendar year will be charged. Payment is due even if the child is not in attendance. Tuition will not reflect a change to child's absence. A 2-week notice for withdrawals is required.

Returned Checks:

Any payment whose check is returned due to insufficient funds will be charged a €20.00 fee.

Late Fees:

Parents who pay late will be charged a €5.00 late fee for each week that the day care payment is late. Arrangements can be made with the director if special circumstances arise. When day care fees are not paid children will not be able to attend day care.

After School Late Fee:

A late fee charge is applied if no one picks up your child by closing time. The Late fee is €10/00 for up to 15 minutes late (€5.00 per worker X 2). After 15 minutes late the rate will be €1.00 per minute. Payment will be required on the day.



EARLY ARRIVALS (BEFORE SCHOOL CARE)

We realize that some parents have early work schedules and must bring their child(ren) to school early. Before School Care will be available from 7:30-8:00 a.m. for a weekly fee



AFTER SCHOOL CARE

The After School Care Program is available from 2:30-5:30p.m. every day that children are in school. After-school care charges a weekly fee.

After School Late Fee:

A late fee charge is applied if no one picks up your child by closing time. The Late fee is \$10/00 for up to 15 minutes late (\$5.00 per worker X 2). After 15 minutes late the rate will be \$1.00 per minute. Payment will be required on the day.



ADDRESS CHANGES

Please report any change of address or telephone number to your child's teacher and the office immediately. The school must have at least one phone number where we may reach you, in case of emergency. Please keep us informed.



STUDENT ENROLLMENT

Students entering school must have a health assessment, shot record, birth certificate (not a mother's copy), and a social security card, as well as proof of residency to determine if students are in district.



ILLNESS OR INJURY

In case of illness or injury, a student will be cared for temporarily by a member of the school staff. School personnel will render first aid treatment only. If emergency medical treatment is necessary, the parents will be contacted. If parents are not available, the student will be taken to the emergency room at the hospital. **REMEMBER, AN EMERGENCY TELEPHONE NUMBER WHERE PARENTS CAN BE REACHED AND THE NAME AND TELEPHONE NUMBER OF THE STUDENT'S FAMILY DOCTOR MUST BE ON FILE AT THE SCHOOL.**



DELIVERY OF FLOWERS AND BALLOONS

School board policy prohibits any student from receiving flowers, balloons, or other arrangements during the school day. Please help us by cooperating with this policy.





PARTIES

School policy limits parties that are sponsored or originated within the school. Parties may be given at Christmas and during the last week of school. This policy does bend to accommodate birthday “goodies” that are sometimes brought by parents. A birthday treat may be given, such as a birthday social where cake, punch, etc. may be served during break period in the afternoon. All requests should be made to the teacher, with the teacher making the final decision regarding time, date, etc. We will honor these social requests as long as they do not present a problem to the school. We must protect the instructional day for our students. Students will not be pulled from other classrooms to attend birthday parties in effort to minimize class disruptions and protect instructional time.

Public Schools of Robeson County Policy states that all party foods must be store bought and packaged. No homemade goodies can be provided to students. No goodies in an open container/ package can be provided to students to prevent the spread of E. Coli and other illnesses / contaminations.



TOBACCO USE PROHIBITED

No student, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours:

- ♥ in any building, facility, or vehicle owned, leased, rented or chartered by the Public Schools of Robeson County;
- ♥ on any school grounds and property – including athletic fields and parking lots – owned leased, rented or chartered by the Board of Education for the Public Schools of Robeson County; or
- ♥ at any school-sponsored or school-related event on-campus or off-campus.

In addition, school district employees, school volunteers, contractors or other persons performing services on behalf of the school district also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off school grounds. Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school –related event or at any other time that students are under the authority of school personnel.

Tobacco products may be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

COMPLIANCE FOR STAFF AND VISITORS

Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies and may include verbal warning, written reprimand, or termination. Visitors using tobacco products will be asked to refrain while on school property or leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.



PARENT/CHILD SEPARATION

It is not unusual for a child to become teary when separating from a parent in an unfamiliar situation. Remember, this is a new environment with new faces. A child is bound to feel a little uncomfortable. Adults often have similar experiences when put in a like situation. Be encouraging. Your smile, eyes and body language communicate a lot. If a child senses any type of apprehension on your part, this enhances their own feeling of uncertainty. Separation is often harder on the parents than the child.

- ♥ **WHAT IS NORMAL:** It is normal for your child to have some fears and misgivings about being away from you. Children, like adults, need time to get used to new situations. Try to prepare your child for the changes as far in

advanced as possible. Discuss any concerns. Talk about some of the new people your child will meet and the new things your child will do. If you are enthusiastic, soon your child will be too.

- ♥ **FIRST EXPERIENCE:** If this is the first time your child has been separated from you, it is natural for he/she to be hesitant. A cheerful good-bye kiss, a smile, and a reassuring word that you will be back after work is all you need to do. Our caring staff will take it from there. Please do not sneak out when your child is not looking. Usually the child will settle down shortly after you leave.
- ♥ Children sometimes have difficulty separating upon. This is typical behavior which, over time, should decrease as children become more secure in their new environment. Here are a few suggestions to help ease separation:
 - ♥ Allow adequate time in the morning for arrival adjustment before needing to leave for work.
 - ♥ While traveling, talk to your child about going to "school," who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.
 - ♥ When you arrive, help your child get "settled in" by becoming involved in play.
 - ♥ Once your child is playing comfortably, tell your child it's time for you to go. (You might also try a two-minute warning ahead of time.) Please, do not leave without letting your child know. Children are establishing their sense of trust and need to see you go and see you return at the end of the day.
 - ♥ Give hugs and kisses and reassure your child you will be back. It is helpful to give them an idea of your return by identifying a time of day you will be back (e.g. "I'll see you after snack").
 - ♥ If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection, and reassurance.



PARENT PARTICIPATION

Parents are welcome and encouraged to participate in the classroom. We ask that arrangements be made in advance with the teacher, so plans can be made to utilize parent availability. It is also important to limit the number of parents in the classroom on a given day. Parents are invited into the classrooms starting October 1. This will allow the children time to adjust, settle into a new routine and develop a level of trust and comfort with the teacher. Please make other arrangements for siblings while you are volunteering at school.



ANNUAL PRESCHOOL CALENDAR

We follow the Public Schools of Robeson County District calendars. All holidays will be observed in accordance with this school year calendar unless otherwise stated.



SAFETY IN PARKING LOT

Our parking lot can be a busy place at certain times of the day. Help us in providing a safe environment by adhering to the following rules:

- ♥ Hold your child's hand in the parking lot.
- ♥ Make sure your child does not run ahead of or lag behind you upon arrival and pick up.
- ♥ Upon arrival, turn the engine off in your car.
- ♥ Drive slowly in the parking lot.
- ♥ Do not park in the designated bus area.
- ♥ Do not leave younger children in the car.



TOYS OR ITEMS FROM HOME/PERSONAL POSSESSIONS

A cubby is provided for each child in our program. Label all of your child's belongings.

Items such as toys, candy, gum, and money are prohibited to avoid hurt feelings, breakage, or loss. In the event of show and tell, children are not permitted to bring toys associated with violence including guns, knives, and swords. We are not responsible for lost, damaged, or stolen personal items.



EXTRA CLOTHING

All children need an extra set of marked clothing left at school. Please place this set of clothing in a plastic bag with the child's name on the outside for easy storage.



TOILETING/ DIAPER POLICY

- ♥ Diaper changes are scheduled for every 1.5 to 2 hours. In addition, a child will be changed when needed.
- ♥ Children will be checked upon waking from nap and changed, if needed.
- ♥ Children will use the bathroom before getting on the bus or leaving the facility.
- ♥ We will use disposable diapers only, which are provided by the parent.
- ♥ We will work with parents/guardians to initiate potty-training when the individual child shows an interest. In order to be successful in this training, it is important that both parent and staff are consistent in their techniques. Cleanliness and hand washing will also be emphasized in the training process.



CODE OF ETHICAL CONDUCT

The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.

For an updated NAEYC Code of Ethical Conduct please go to [naeyc.org](https://www.naeyc.org). Copies of the Code of Ethical Conduct are also available in the preschool office and all staff will receive an updated copy.
<https://www.naeyc.org/resources/position-statements/ethical-conduct>



NAP/REST TIME

Nap time is an important opportunity for growing, active children to rest and re-energize. This is also a time for teachers to regroup, clean, do paperwork, discuss the day's activities, and plan future curriculum for the class.

All children rest in the afternoon. Children are asked to rest but are not required to sleep. Children are helped to relax by a variety of methods: darkened room, soft music or story tapes, rubbing backs, etc. Non-nappers are asked to rest quietly on their cot for 1 hour, they may also be given quiet activities. We will try to accommodate parent's requests to individualize children's rest routines.

Each child has their own cot and cot covers that are washed weekly unless there is a need to wash due to an accident.



CONFIDENTIALITY

All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

- ♥ Information obtained and collected by the program will be shared with other staff only on a “need to know” basis.
- ♥ Parents and guardians may ask to view screening and assessment results through asking the classroom teacher or the director.
- ♥ All information compiled during screenings and assessments will be used to promote the healthy developmental growth of the child. As appropriate the classroom teacher, the parents, and other essential personnel will be involved in making goals for the child or a referral in cases of developmental delays.
- ♥ No information shall be shared with an outside agency without the written consent from the parent or legal guardian.
- ♥ On request, regulatory authorities shall have access to confidential materials.



OBSERVATIONS AND PORTFOLIOS

During the preschool day teachers will utilize observations and interactions to gain knowledge about each child and their learning. Each observer will use guidelines on how to observe children and record their observations.

Child Portfolios-tools may include checklists, social inventory, anecdotal records, self-reflections, progress reports, samples of work, drawings, paintings, writings, stories and photographs, etc.

****Parents are welcome to view their child’s portfolio at any time.**



OUTDOOR PLAY

Outdoor play is an important part of the early childhood curriculum, and we consider the outdoors an extension of the indoor classroom. Toys, materials, and activities are also available outdoors to enhance the children’s play experience.

If your child is not well enough to play outdoors, he or she is not well enough to attend school.



PARKING LOT SAFETY

PAY ATTENTION

Make sure your child remains with you at all times. This sounds simple, but as parents, we all know how easy it is to become distracted, and within seconds, our child is out of reach. Therefore, whenever you enter a parking lot, it is imperative to put away your cell phone, shopping list, or whatever it is that may take your eyes off of your child, even for a minute

WE NEED EVERYONE TO BE SAFE

- Your foot should not be on the gas pedal when driving in the parking lot. A very slow coast is the safest speed to travel.
- Refrain from cell phone use in the parking lot, whether you are walking with your child or driving your vehicle.
- Do not park in the bus loading. The lane is designated for emergency vehicles and school buses only.
- Follow the directional signs to ensure that traffic is flowing in a proper order.

- When entering or exiting the school area, please, shut the gate and lock it.
- Do not leave children unattended in a vehicle, even if you are running into the building for “just a moment.”
- When backing out of parking spaces, **DO NOT** rely on electronic “car sensors” to see what is behind you. Physically look over your shoulders and check blind spots, check your mirrors, back up slowly and cautiously, remaining alert.
- When parking your vehicle, please turn off the ignition.
- Do not leave your vehicle idle when in the parking lot.
- Lock your vehicle when you leave it.



FOOD AND NUTRITION

Shining Stars Participates in the Child and Adult Care Food Program. Children receive breakfast, lunch and an afternoon snack. These meals meet the USDA requirements for children’s health.

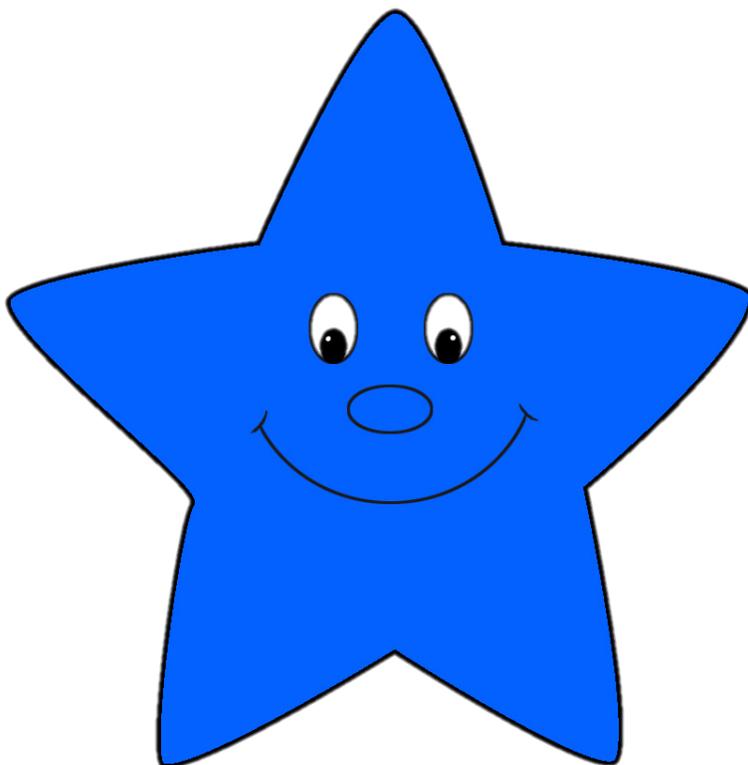
If a child has special feeding needs a doctor’s note must be obtained with instructions. There will be no cost to parents for approved food as outlined by the physician.

All children must have a CACFP application on file to participate in the program.

In special instances a parent may choose to opt out of the program and bring their child’s food from home. Special instructions will be discussed with the parent. If proper guidelines are not followed, food from the CACFP will be offered to meet the nutritional guidelines from USDA.

A child that is termed a “picky eater” will generally eat with his/her peers. Mealtime is a pleasant and enjoyable time and considered a teaching time in the classroom. Children are encouraged try new foods and never forced to eat anything the child refuses.

A teaching tool, Color Me Healthy, is part of the curriculum to encourage good eating habits that will ensure lifelong health. The program is researched based and is sponsored by NC State Agricultural Extension Center under the USDA.

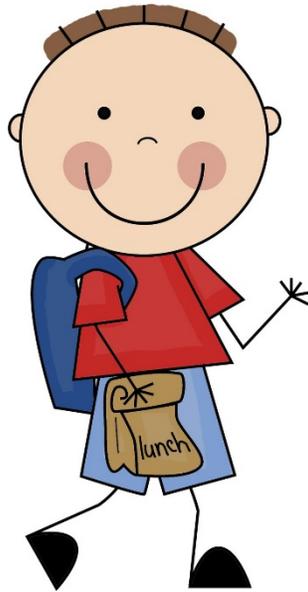


Safe Arrival and Departure Procedures

10A NCAC 09 .0604(t) Each center shall establish safe procedures for pick-up and delivery of children. These procedures shall be communicated to parents, and a copy shall be posted in the center where they can be seen by the parents.

- ♥ **Upon arrival, all children must be accompanied inside the facility by an adult.**
- ♥ **Staff must be notified of the child's arrival.**
- ♥ **Upon the child's departure, an adult must come inside the facility and notify staff that the child is leaving.**
- ♥ **Children will only be released to persons listed on the child's application as authorized by the parent/guardian. Staff will request to view a driver's license to verify identity of persons other than known parent/guardian.**
- ♥ **Authorization from parent/guardian is required in writing when anyone other than the designated person(s) as listed on the child's application arrives to pick up the child.**
- ♥ **When a child is transported by the facility to the child's home, an adult must be available to receive the child from the bus or van.**
- ♥ **Sign children in and out according to the program's policies. Daily arrival and departure times must be recorded/**
- ♥ **Children must never be left unattended.**

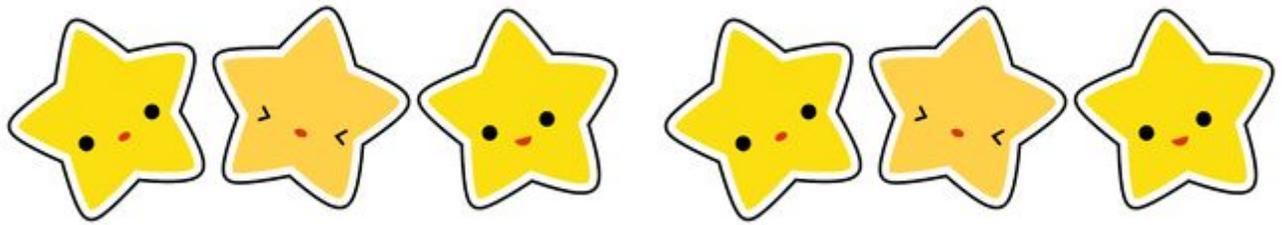
SCHOOL BOOK BAGS



The Public Schools of Robeson County School policy regarding book bags:

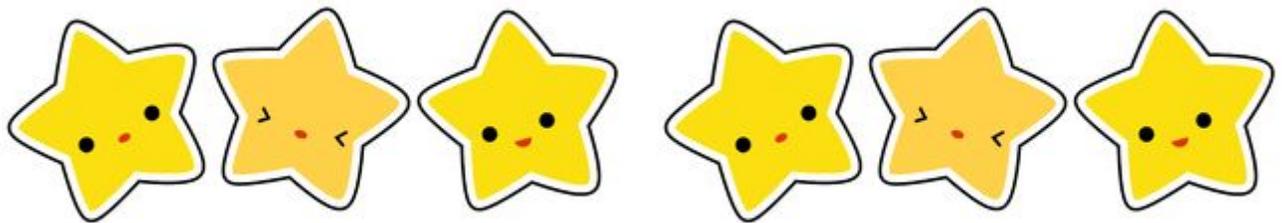
**Students are requested to bring
ONLY CLEAR OR NYLON MESH-
type book bags to school.**

**Other types of book bags are not
allowed on campus!**



Correspondence

A Folder will be provided for correspondence between home and school. Please check the folder daily and return it to the school each day of attendance.





NAEYC strives to raise the quality of education for all children from birth through age eight. Accreditation systems are major part of NAEYC's efforts to improve early childhood education; they allow programs to provide the best learning experiences for young children and their educators by meeting national standards of quality.

Ensuring the quality of children's daily experiences in early childhood programs and promoting positive child outcomes is the goal of the 10 NAEYC Early Childhood Program Standards and Accreditation Criteria.

- ♥ **Standard 1: Relationships**
- ♥ **Standard 2: Curriculum**
- ♥ **Standard 3: Teaching**
- ♥ **Standard 4: Assessment of Child Progress**
- ♥ **Standard 5: Health**
- ♥ **Standard 6: Teachers**
- ♥ **Standard 7: Families**
- ♥ **Standard 8: Community Relationships**
- ♥ **Standard 9: Physical Environment**
- ♥ **Standard 10: Leadership and Management**



5 Star Rated Center

The North Carolina Division of Child Development and Early Education (NCDCCDEE) issues star rated license to child care centers and homes that are eligible.

The star rating is based on two factors: program standards and staff education.

One star means that a child care center or preschool meets the minimum licensing standards for child care. Two to five stars mean that the child care center voluntarily chose to meet higher standards than the minimum, and to what degree. Both of Shining Stars Preschools have been rated five stars, meaning that they well exceed the standards that North Carolina sets for preschools and child care centers.

Program standards are evaluated based on the size, variety, and cleanliness of the play and activity area; the number of staff per child; and interactions the young children have with adults, each other, and their activities. For a preschool that seeks a five star rating, an environmental rating scale is also completed, which is determined by evaluators visiting the location to observe children in the environment to see how often good health practices are followed, how well interactions with children go, the amount and nature of activities offered, and the overall safety of the area.

Education standards are not reflective of the program given, but rather the level of education the administrator and staff have achieved. To receive a minimum star rating, the lead teacher must have at least received a North Carolina Early Childhood Credential.

Higher star ratings are determined by the education and experience levels of the administrator and teachers, the number of child care credentials held by teachers, and the number of teachers with formal education and experience.

A five star rated preschool reflects that the staff are extremely well educated and experienced in early childhood development and learning. This level of expertise results in better management of the center and better experiences and learning for your children.

Early Childhood Environment Rating Scale (ECERS)

For quality assessment and improvement, the scales are used in monitoring programs, evaluating programs to reward those with higher quality, evaluating the quality of programs to inform consumers/parents and especially to guide practitioners towards creating higher quality programs for the children they serve. Because of the well-defined levels of quality represented in the ERS, they are viewed as a "roadmap" to quality improvement. They are used in licensing, other program quality monitoring, and by program administrative staff, program improvement or technical assistance staff, coaches or mentors, and teachers. They are used in programs for typically developing children and children with developmental disabilities.

The Environment Rating Scales

Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995).

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have:

Protection of their health and safety

Building positive relationships

Opportunities for stimulation and learning from experience

No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality care. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environmental rating scales.

Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.

All of our scales have been developed in close collaboration with realistic field-based sites. They have good interrater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts.

North Carolina Foundations for Early Learning and Development

The 2013 North Carolina Foundations for Early Learning and Development is now available. This version updates and combines the previous Foundations documents (i.e., the 2005 Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies Guiding Their Success, and the 2007 Infant Toddler Foundations: Guidelines for Development and Learning for North Carolina's Infants and Toddlers). The revised Foundations spans birth to age 5 and includes goals, developmental indicators, and strategies in five developmental domains:

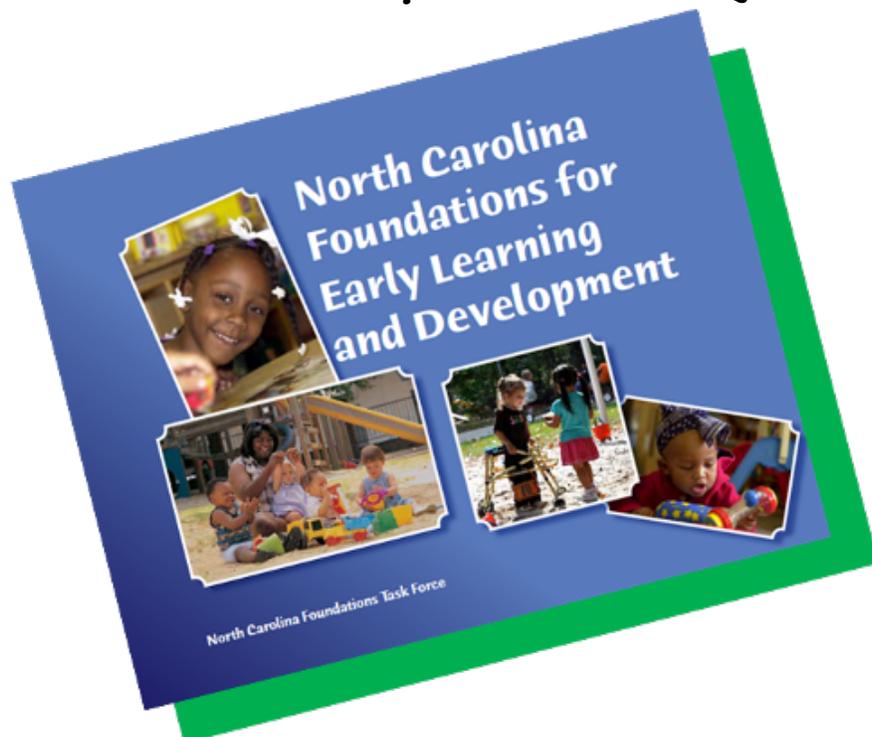
**Approaches to Play and Learning
Emotional and Social Development
Health and Physical Development
Language Development and Communication
Cognitive Development**

Foundations

The North Carolina Foundations for Early Learning and Development, a common set of Goals and Developmental Indicators for children beginning at birth, is a shared vision for what children should learn before they enter kindergarten. Research shows that children who experience high-quality care and education, and who enter school well prepared, are more successful in school and later in their lives. Parents, educators, administrators, and policy makers working together can provide experiences that help children be well prepared for success in school and life.

Foundations can be used to:

- ♥ Improve teachers' knowledge of child development
- ♥ Guide teachers' plans for implementing curricula
- ♥ Establish goals for children's development and learning that are shared across programs and services
- ♥ Inform parents and other family members on age-appropriate expectations for children's development and learning



NC Foundations for Early Learning & Development Domains & Objectives

Approaches to Play & Learning

Curiosity, Information-Seeking, &
Learning
Play & Imagination
Risk-Taking, Problem-Solving, & Flexibly

Emotional & Social Development

Developing a Sense of Self
Developing a Sense of Self with Others
Learning About Feelings

Cognitive Development

Construction of Knowledge: Thinking &
Reasoning
Creative Expression
Social Connections
Mathematical Thinking & Expression

Health & Physical Development

Physical Health & Growth
Motor Development
Self-Care
Safety Awareness

Language Development & Communication

Learning to Communicate
Foundations for Reading
Foundations for Writing

Creative Curriculum/Teaching Strategies Gold

Objectives for Development & Learning

Birth Through Kindergarten

Social–Emotional

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations



Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination

Language

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills



Cognitive

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

Literacy

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills



Mathematics

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns



Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks



Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge



The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language



English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

The Creative Curriculum for Preschool

As an early childhood educator, your first commitment is to children—to helping them succeed in school and in life. At Teaching Strategies our first commitment is to you. That's why, when you partner with us to build quality in your program, you can be sure that you'll have the support you need to succeed, every step of the way. Let's take a look at how!

What is The Creative Curriculum for Preschool?

At Teaching Strategies we believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. *The Creative Curriculum for Preschool* provides teachers with the content and tools needed to encourage and support every type of learner and address all the important areas of learning.

The Creative Curriculum® for Preschool is a research-based, comprehensive collection of knowledge-building and daily practice resources that explains the “what,” “why,” and “how” of teaching. “What” and “why” are explained in the six curriculum volumes that make up *The Foundation*. They contain everything teachers need to know to build and implement a high-quality preschool program.

“How” is provided by way of step-by-step guidance found in the *Daily Resources*. These include *Teaching Guides* and additional instructional tools that provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences designed for all children. Special support helps teachers individualize for English- and dual-language learners in the classroom. What's more, the curriculum takes the guesswork out of meeting the *Head Start Early Learning Outcomes Framework* and early learning standards for each state.

Curriculum Components

The Creative Curriculum for Preschool is a developmentally appropriate, comprehensive curriculum that promotes positive outcomes for preschool children.

Nationally known for its forward-thinking, rigorously researched model, *The Creative Curriculum* has been trusted for decades by early childhood educators in classrooms across the country. It focuses on meeting the needs of individual children, while honoring and respecting the role that teachers play in making learning engaging and meaningful for every child.

All components of *The Creative Curriculum for Preschool* were designed to fit together to create a seamless day of teaching and help teachers build an engaging and effective program. *The Foundation* offers insight into the most current research and best practices for early childhood education. *The Daily Resources*, including *Teaching Guides*, *Intentional Teaching*, *Mighty Minutes*, and *Book Discussion*, help teachers organize and manage their days intentionally and effectively. The curriculum components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities. Let's take an in-depth look at each curriculum component.

What are The Creative Curriculum for Preschool Objectives for Development & Learning?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Early Learning Outcomes Framework*.

Our latest edition of the curriculum, features expanded objectives for development and learning from birth through third grade. New progressions for first, second, and third grade enable teachers to see children's development and learning along a progression across the whole of the early childhood years.

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers' thinking about various aspects of that objective and help clarify what it addresses.

The Foundation

The Foundation provides teachers with 'Early Childhood 101'—an overview of everything they need to know to build a high-quality program.

Volume 1: The Foundation presents all the information teachers need to set up their programs. It summarizes the research foundation for the curriculum and addresses five key aspects of the curriculum: how children develop and learn, the learning environment, what children learn, caring and teaching, and partnering with families.

Volume 2: Interest Areas brings the five key aspects of the curriculum to life, applying them in each of the 10 interest areas and the outdoors. Each chapter describes materials that enhance children's experiences, as well as strategies for guiding children's development and learning.

Volume 3: Literacy prepares teachers with knowledge and tools that help them inspire children to read, write, and learn. It includes practical strategies for intentionally teaching critical language and literacy skills, such as letter knowledge, and for integrating rich and enjoyable literacy experiences into all the interest areas.

Volume 4: Mathematics helps teachers fully understand the mathematical concepts and skills they will be teaching, and shows them how to purposefully include mathematics learning throughout the day.

Volume 5: Science and Technology, Social Studies & the Arts

helps teachers make these essential

content areas part of children's everyday learning. With this new volume,

teachers can encourage children to make and test hypotheses, develop skills for using technology, explore their world and the people in it, and engage their creative thinking skills.

Volume 6: Objectives for Development & Learning

describes in detail the 38 objectives in

The Creative Curriculum for Preschool.

The volume is newly expanded, with progressions for first, second, and third grade, helping teachers see the important role they play in building a strong foundation for every child's development and learning.

Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include predictors of school success and are aligned with the *Head Start Early Learning Outcomes Framework* and early learning standards for each state.

Supporting English Language Development

The Foundation volumes guide teachers in scaffolding instruction for children with diverse proficiency levels. In addition, instructional and assessment strategies are provided for different levels of English language development.

In our program, we use a system of ongoing assessment that answers your questions. Teaching Strategies GOLD® helps us plan for each child and ensure that every child is making progress. We know how important these early years are to children's success in school and in life. Like you, we want to do everything we can to give your child a strong foundation for lifelong learning.

The Creative Curriculum® for Preschool

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Comprising of The Foundation, six knowledge-building volumes that help teachers set up a high-quality learning environment and build a thorough understanding of best practices, so they're ready to support every child, every day, and the Daily Resources, which offer step-by-step guidance in the form of Teaching Guides and additional daily teaching tools that help teachers plan and manage their days so they're always supporting children's learning and development and promoting positive outcomes. The Creative Curriculum® for Preschool is fully aligned with the Head Start Child Development and Early Learning Framework and state early learning standards.

Using exploration and discovery as a way of learning, The Creative Curriculum® for Preschool enables children to develop confidence, creativity, and lifelong critical thinking skills.

The Creative Curriculum® for Preschool is based on 38 objectives for development and learning, which now show the seamless progression of learning and development across the whole of the early childhood years, in every area that's critical to children's future success. presents knowledge-building volumes and daily practice resources in tandem, giving every educator the "what," "why" and "how" of early childhood education. offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.

addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day. offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment. offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers' knowledge about best practices. contains guidance for working with all learners, including advanced learners and children with disabilities.

Spanish and bilingual editions are also available.

DIAL-4

Developmental Indicators for the Assessment of Learning™, 4th Edition

A global screener for assessing motor skills, concepts, language, self-help, and social development for large groups of children.

Covers all five early childhood areas. An easy-to-use carrying bag includes separate zippered bags for Motor, Concepts, & Language Areas.

- Motor Area:** Gross Motor items include throwing, hopping, and skipping. Fine Motor items include building with blocks, cutting, copying shapes and letters, writing, and a popular finger-touching task.
- Concepts Area:** Items include pointing to named body parts, naming or identifying colors, rote counting, counting blocks, identifying concepts in a triad of pictures, and sorting shapes. Contains an item that assesses automatic naming of objects, a skill that is associated with potential learning disabilities.
- Language Area:** Items include answering simple personal questions (name, age, and sex), articulation, naming (expressive) or identifying (receptive) objects and actions, plus phonemic awareness tasks such as rhyming and “I Spy.”
- Self-Help Development:** Looks at the child’s development of personal care skills related to dressing, eating, and grooming.
- Social-Emotional Development:** Looks at the child’s development of social skills with other children and parents, including rule compliance, sharing, self-control, and empathy.



Conscious Discipline

Conscious Discipline is an evidence-based, self-regulation program that integrates social-emotional learning and discipline. The program, developed by Dr. Becky A. Bailey, empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. Conscious Discipline is a way of organizing schools and classrooms around the concept of a school family. Each member of the family, both adult and child, learn the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs, and getting along with others. The skills include composure, empathy, integrity, assertiveness, responsibility, the ability to make good choices, and the ability to see the best in others. We encourage families to visit the Conscious Discipline website for additional information.





Power of Perception

No one can make you angry without your permission.

Goal: Take responsibility for our own upset and, in turn, teach children to be responsible for their own behavior.



Power of Unity

We are all in this together.

Goal: To perceive compassionately, and offer compassion to others and to ourselves.



Power of Acceptance

The moment is as it is.

Goal: To learn to respond to what life offers instead of attempting to make the world go our way.



Power of Free Will

The only person you can make change is yourself.

Goal: Learning to connect and guide instead of force and coerce.



Power of Attention

What we focus on, we get more of. When we are upset, we are always focused on what we don't want.

Goal: To create images of expected behavior in a child's brain.



Power of Love

See the best in others.

Goal: Seeing the best in others keeps us in the higher centers of our brain so we can consciously respond instead of unconsciously react to life events.



Power of Intention

Mistakes are opportunities to learn.

Goal: To teach a new skill rather than punishing others for lacking skills we think they should possess by now.

Dear Parents & Guardians:

We are excited to introduce you to our comprehensive classroom management program called **Conscious Discipline**. It is a way of organizing our classroom around the concept of a **School Family**, where each member learns the skills needed to successfully manage life tasks such as learning, handling frustration, communicating effectively, being sensitive to peoples' needs and getting along with others. **Conscious Discipline** empowers teachers and students with **Seven Basic Skills of Discipline**. To celebrate your child's success, we will send home a celebration card that describes how your child contributed to our successful day. We want you to celebrate with us, so this letter explains the meaning behind each card and provides suggestions for ways to celebrate.

1. Today I used the safe place to keep my class and myself safe.

If this note is given, your child maintained his/her composure when faced with a difficult or challenging situation. Your child remained calm and upheld his/her integrity.

♥ **Tell your child: Good for you! It's hard to calm yourself down when you feel frustrated. You did it!**

2. Today I stuck to my commitment.

Each day when your child comes in to class, he/she is asked to make a commitment to a rule, value or statement. There are consequences if your child sticks to this commitment – a sense of responsibility being one of them. If this note is given, your child honored his/her commitment.

♥ **Ask your child: What was your commitment for today?**

3. Today I helped a friend to be successful.

If this note is given, your child provided encouragement to another child who may have been facing a stressful situation.

♥ **Tell your child: It is a gift to help others and you are a gift to me.**

4. Today I did my class job to help make our class a better place for everyone.

Every member of our class – including the teacher – has an important job to do each day. This creates interdependence and a sense of belonging. It builds unity in our classroom and promotes the **School Family** that is so critical to our success.

♥ **Say to your child: Tell me about your class job and how you do it.**

5. Today I took a deep breath and used my S.T.A.R. power to calm down.

This is the first step toward maintaining composure when we are put in uncomfortable situations or when things don't go our way. If this note is given, your child remained calm and in control of his/her life.

♥ **Ask your child: Will you teach me how to be a S.T.A.R.?**

6. Today I worked hard, stayed focused and finished all of my work.

How do you feel when you know you've completed a job well done? Your child had a choice today, and chose to do his/her very best.

♥ **Tell your child: Way to go! You worked hard.**

7. Today I used my BIG voice so others could learn.

In our class, we work hard each day to set limits respectfully. Your child is learning that he/she must teach others how to treat him/her. Assertiveness promotes respect and helps us set healthy boundaries that are essential for all relationships. If this note is given, your child said, "I don't like it when you _____. Please say or do _____" teaching others how to be respectful.

♥ Give your child a big high five and a hug for using his or her BIG voice.

8. Today I took time to make a 'we care' note for a friend.

Showing empathy for others helps us accept each moment for what it is and helps your child accept and process his/her feelings. If this note is given, your child took the time to show compassion for another student.

♥ Write a note to your child and stick it under his or her pillow, saying, "I love you."

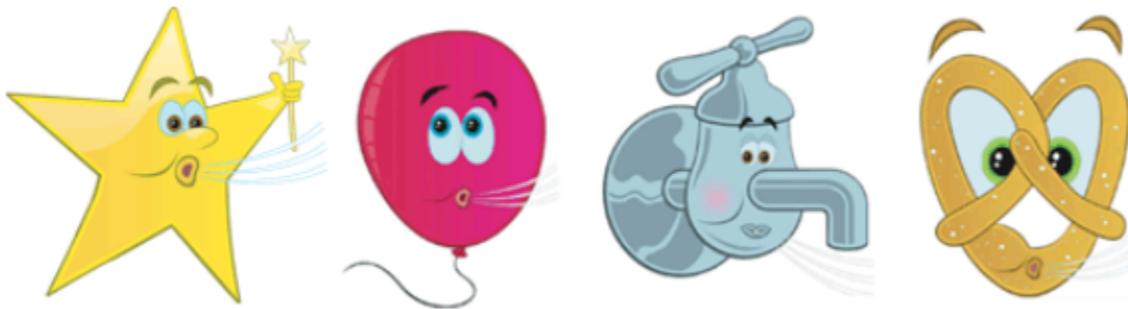
9. Today I went back in time to change a hurtful situation into a helpful interaction.

Have you ever said anything you've regretted later, but thought it was too late to change? It's not too late when we assert ourselves and have the willpower to make things right. If this note is given, your child chose to take a hurtful situation and change it to a positive interaction.

♥ Tell your child, "Good for you. We all make mistakes and you fixed yours today."

Please don't hesitate to call or send in a note if you have a question or would like more information about the really cool stuff going on in our classroom! You can also learn more about Conscious Discipline by visiting www.ConsciousDiscipline.com.

Wishing you well



Dear Family,

Your child will soon be joining a new family—their School Family. School Family is a term I use to describe the classroom environment in my program Conscious Discipline™. The School Family does not and cannot replace the home family, but it can, in partnership with you, help to create the best possible learning experience for your child.

Each child enters school with three important questions:

- **Am I safe?**
- **Am I loved?**
- **What can I learn?**

Conscious Discipline™, a comprehensive classroom management and social emotional program, creates learning environments where children will know, “Yes, I am safe,” and “Yes, I am loved.” From this foundation of safety and caring, children will begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions. Imagine your child, instead of throwing a fit because the world did not go his or her way, taking a deep breath and saying, “I can handle this.” Imagine your child, when pushed by others, being able to say, “I don’t like it when you push me, please walk around,” instead of pushing back. These life skills are the focus of Conscious Discipline where conflict becomes an opportunity to teach social and emotional skills instead of a power struggle that ends in punishment. Each morning, your child will transition from being a son or daughter to being a student or classmate. The adults in the school will transition to being teachers and administrators. You will transition from being a parent to a worker or homemaker. These transitions are a big shift for everyone. To help with this transition, your child will start the day the Brain Smart way. The teacher will lead children through four daily activities to help prepare their brains for optimal learning. The Brain Smart Start includes activities for uniting, disengaging stress, connecting, and committing. • Uniting activities are designed for everyone to do together and help develop a sense of belonging. • Disengaging stress activities teach children how to calm themselves when they are upset. • Connecting activities provide opportunities for children to interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation. • Commitments, the final component to the morning routine, teach children to make and follow through on pledges to keep their classroom safe and take responsibility for their actions. Don’t be surprised when, in the coming weeks, you hear your child say, “Be a S.T.A.R.” if you are upset. S.T.A.R. means Smile, Take a deep breath, And, Relax. You may also find your child wishing people well when they are sick or going through tough times. S.T.A.R. and wishing well are foundational components for the kindness, helpfulness, and ability to manage upsets that are at the heart of Conscious Discipline. I encourage you, as a parent, to learn more about Conscious Discipline. In our most stressed moments, we often find ourselves treating our children in ways we swore we never would. Conscious Discipline, being based on the latest in brain research, can show you why this happens and teach you how to prevent it. I hope you will explore Conscious Discipline further, and I am both excited and honored to welcome you as a part of our School Family.

**From my heart to your heart, I wish you well,
Becky Bailey, Ph.D.**



WHAT IS CONSCIOUS DISCIPLINE?

What is the easiest way to define conscious discipline? Conscious Discipline programs use developmental information and brain research to create a specific blend of classroom management and social/emotional curriculum. By using developmentally appropriate practices children are encouraged to learn through involvement. They are included in many of the decisions that are made concerning the classroom. The concept used in creating the classroom dynamic is that of a “school family”. In some aspects, the person who is actually being taught is the adult. As the adult learns and begins to learn about using effective ways to interact with the child, the child learns by experiencing the process. The core concepts Conscious Discipline provides include being considerate of the needs of others, effective communication skills and finding ways to get along with others.



CONSCIOUS DISCIPLINE IN THE CLASSROOM

Conscious Discipline in the classroom brings teachers and students together. They learn the concepts together and begin to use them in ways that allow the teacher to not only interact with the student, but teach them through example. Effective communication and learning how to form positive relationships are only part of what Conscious Discipline teaches. Students who are taught these skills at a young age have the necessary skills to make better, more informed decisions as they grow older. They are better able to form complete and valued opinions on their own without having to constantly rely on others to develop a point of view or opinion. While this learning style is still being questioned as to whether or not it is effective, common sense says that teaching children by including them in the thought process teaches them to begin to think for themselves at a young age.



CONSCIOUS DISCIPLINE TRAINING

Conscious Discipline training is based on using positive life skills to teach and empower students. Adults who learn to teach using the skills involved in the program begin to learn new ways of addressing issues that involved informed decision making. In the past, teachers told children how to solve problems and guided them through each problem until the children learned to follow the same path of learning. With Conscious Discipline, the teacher encourages the student to think for themselves. By working with the teacher on finding various ways to solve each problem, the children learn how to use certain skills that help them come to a positive solution. The result is children who can effectively manage and complete tasks using a creative, decision making process that empowers and encourages the child and strengthens their relationships.



Basic Skills for Discipline

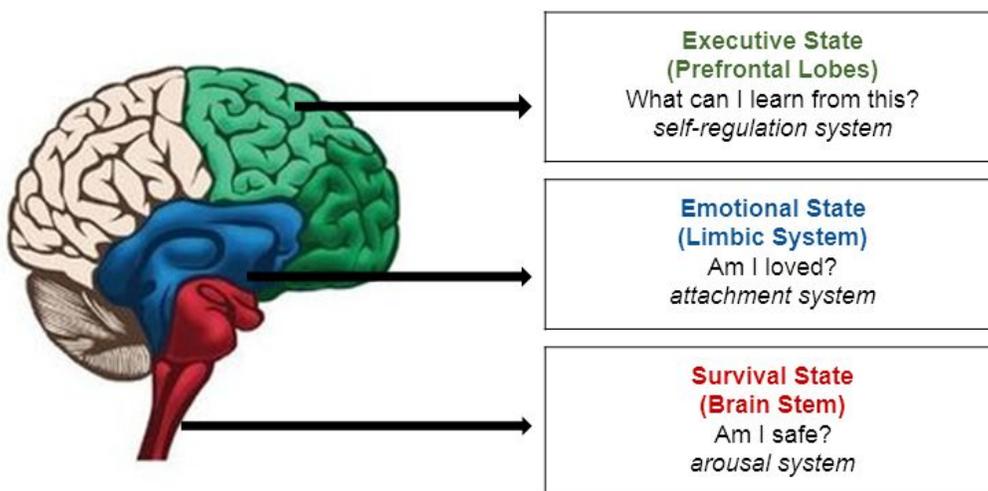
There are several basic skills that are used to help implement the Conscious Discipline concepts. They include:

- ♥ **Acceptance** – Accept what is happening in each particular moment
- ♥ **Attention** – Whatever you concentrate or focus on, will be what you receive (negativity brings negativity, positive brings positive)
- ♥ **Intention** – Each conflict provides a unique opportunity to offer a specific lesson
- ♥ **Perception** – Your emotions dictate your feelings, for example, no one can make you mad unless you allow yourself to feel anger
- ♥ **Free Will** – You are the only person that can change you, your mind or your physical body
- ♥ **Love** – Always look for the best in others and strive to always offer the best of yourself in return
- ♥ **Unity** – Remember that you are never alone and that your fellow students will always be part of your learning experience in the classroom

Introducing these skills to adults means breaking old teaching patterns. In the past, children were expected to just follow direction without putting much thought into the process. Now the process is entirely reversed. Children who are in classrooms that use Conscious Discipline are encouraged to not only think for themselves, but to also explore solutions that offer them a multitude of options. They are also encouraged to use those skills when solving problems outside of the classroom.

Conscious Discipline videos are available that teach both parents and children what can be expected when kids begin to think for themselves. Videos explain how using these teaching suggestions involve not only school subjects but also teaches children important character building skills that help children learn self-control, as well as self-respect.

Conscious Discipline Brain State Model



USING EMPOWERMENT TO RAISE YOUR CHILDREN

Empowering children also helps to empower the family as a whole. Parents and children learn how to set goals and achieve the desired results even if obstacles appear. They are encouraged to always look for solutions that work, even if you have to go back a few steps to change your course.

Children are taught self-control and how to effectively manage their emotions. They are shown that acting out is not a positive behavior trait and that controlling emotional outbursts is important when trying to find viable solutions to existing problems. Using the skills taught in Conscious Discipline classrooms, children are more likely to learn that emotional outbursts do not gain positive results. Instead, they waste time and take your mind off of the job at hand. Emotional outbursts can lead to physical altercations that, depending on the severity, may cause an injury.

Mutual respect between parents, children and their peers is vital to positive growth. Setting personal boundaries helps to nurture respect. Learning to honor boundaries by respecting yourself and others is extremely important, especially in a classroom setting. Respect is earned and isn't owed to anyone. A person's physical and emotional boundaries are put in place to not only protect them from being emotionally hurt, they are also in place to allow them to express themselves.

Children are taught how to foster closer relationships by learning how to resolve conflict without letting the situation escalate into a physical or verbal altercation. Conflict resolution is one of the biggest issues teachers face within the classrooms of today. When students have the necessary tools to solve problems in a compassionate and friendly manner, it benefits everyone involved.

Conscious Discipline concepts teach life skills that children can use throughout their lives. While many neurologists question how some of the program actually works, the key is that it teaches children that it is acceptable to think for themselves. It empowers them, giving them the ability to feel confident about the decisions they make and the results they will achieve when teamwork and mutual respect are blended together.

The Conscious Discipline concept also teaches students that it is acceptable to be emotionally "present". It is important that they be taught that it is alright to face and deal with their emotions as part of the decision making process. Although each student will handle this concept differently, they will be allowed to make decisions that are sound and based on all aspects of the information that is present at the time.

It is important that children use these concepts with adults as well as other students. As adults begin to teach these concepts, children learn not only by the teaching method being used, but also by the adult following the concepts. Learning by example offers long lasting results that will remain with a child long after they are out of the classroom. What starts out as a simple teaching concept, turns into life long, problem solving skills that will serve the child for the rest of their lives.



Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbppppppb" sound.

Traditional Discipline

vs



Conscious Discipline®

First Warning

Choice to Be Helpful



Second Warning

Choice of Safe Place



Loss of Privilege

Behavior Plan

Increase safety, connection and problem-solving



Call to Parents

Logical Consequences

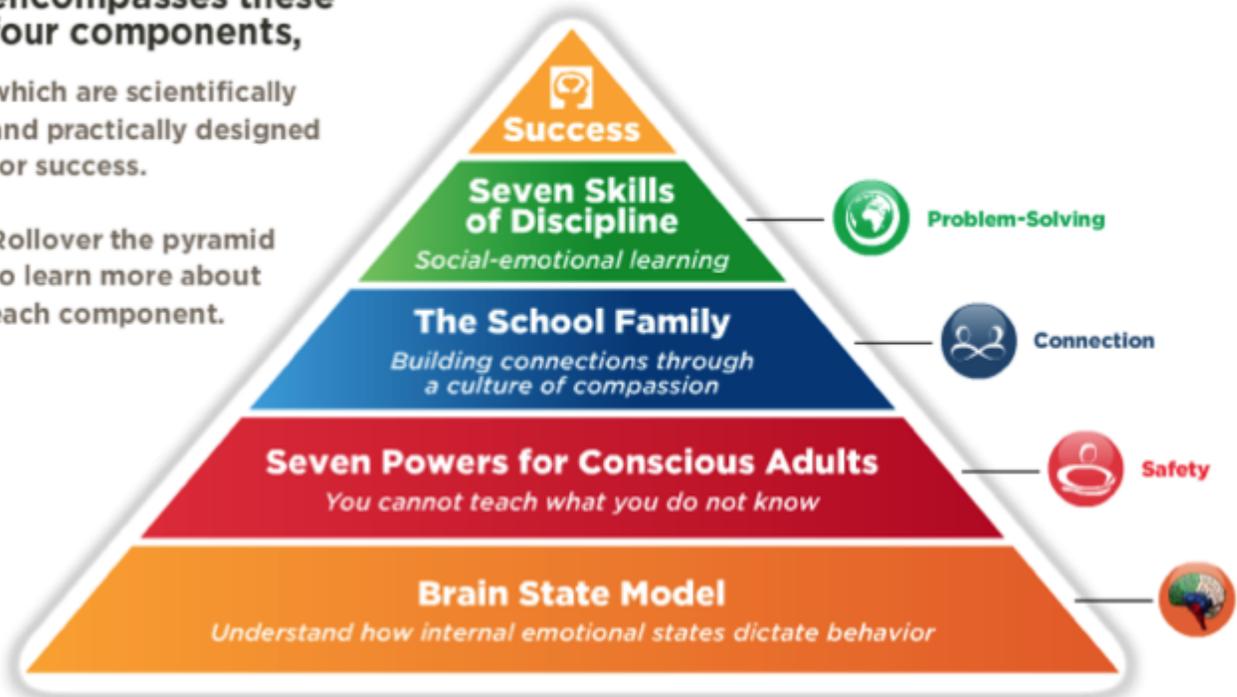


ConsciousDiscipline.com

Conscious Discipline encompasses these four components,

which are scientifically and practically designed for success.

Rollover the pyramid to learn more about each component.



Five Steps for Self-Regulation

Purpose: Provide a place where children can learn to self-regulate. Children use the Safe Place to learn how to change their internal state from upset to calm in order to maximize their learning potential.

Step 1	I Am	Child is triggered into a state of upset.	
Step 2	I Calm	Children need assistance in turning off the stress response in their body and calming down their physiology.	
Step 3	I Feel	Children need assistance in naming and taming the feelings that have overwhelmed them.	
Step 4	I Choose	Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers.	
Step 5	I Solve	Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.	

How do you feel?



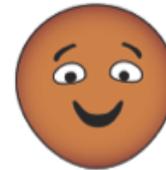
Angry



Scared



Sad



Happy



Frustrated



Anxious

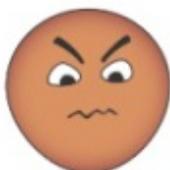


Disappointed



Calm

Cómo te sientes?



Enojado



Asustado



Triste



Contento



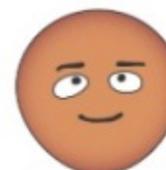
Frustrado



**Ansioso/
Preocupado**



Decepcionado



**Calmado/
Relajado**

Discipline and Behavior Management Policy

Date Adopted 1998; Updated 2016

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the following discipline and behavior management policy:

We:

1. **DO** praise, reward, and encourage the children.
2. **DO** reason with and set limits for the children.
3. **DO** model appropriate behavior for the children.
4. **DO** modify the classroom environment to attempt to prevent problems before they occur.
5. **DO** listen to the children.
6. **DO** provide alternatives for inappropriate behavior to the children.
7. **DO** provide the children with natural and logical consequences of their behaviors.
8. **DO** treat the children as people and respect their needs, desires, and feelings.
9. **DO** ignore minor misbehaviors.
10. **DO** explain things to children on their levels.
11. **DO** stay consistent in our behavior management program.
12. **DO** use effective guidance and behavior management techniques that focus on a child's development.
13. **DO** use short supervised periods of time-out sparingly.

We:

1. **DO NOT** spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
2. **DO NOT** make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
3. **DO NOT** shame or punish the children when bathroom accidents occur.
4. **DO NOT** deny food or rest as punishment.
5. **DO NOT** relate discipline to eating, resting, or sleeping.
6. **DO NOT** leave the children alone, unattended, or without supervision.
7. **DO NOT** place the children in locked rooms, closets, or boxes as punishment.
8. **DO NOT** allow discipline of children by children.
9. **DO NOT** criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.

The program's goals for helping children develop self-control and learn acceptable forms of social behavior are:

Conscious Discipline is a whole-school solution for social-emotional learning, discipline and self-regulation. Conscious Discipline is a longtime leader in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. With Conscious Discipline, your teachers, your students and your entire school culture will become a safe haven of cooperation, constructive problem solving and academic success. The Seven Skills of Discipline are the only skills we need to transform these everyday discipline issues into teaching moments. These moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. The seven skills are Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences.

Children are helped to resolve conflict and develop problem solving skills with peers by:

The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the optimal development of all. These connections provide the three essential ingredients for school success: 1. A willingness to learn: Without willingness, each interaction becomes a power struggle instead of a learning opportunity. The School Family brings all children, especially the most difficult, to a place of willingness through a sense of belonging. 2. Impulse control: Connection with others is the construct that literally wires the brain for impulse control. Disconnected children are disruptive and prone to aggressive or bullying behaviors. External reward/punishment systems cannot improve a child's ability to self-regulate

because they are not designed to teach new skills. The School Family uses connection to encourage impulse control while teaching self-regulation skills in context. 3. Attention: Our attentional system is sensitive to stress and becomes engaged with positive emotions. The School Family reduces stress while creating an atmosphere of caring, encouragement and meaningful contributions. These components are essential for children to develop and apply sustained attention.

I ensure myself and the additional caregivers follow the programs discipline and behavior management policies and practices and use behavior management strategies appropriately by:

The School Family is created through routines, rituals and structures. The School Family creates a fundamental shift in education and classroom management. Leave coercion, fear and external rewards behind, and step into a world where intrinsic motivation, helpfulness, problem-solving and connection govern your classroom.

Local resources that can assist with services and support when persistent challenging behaviors continue to occur are: By implementing the powers and skills together, we learn to stay in control of ourselves and in charge of children in a manner that models the same skills we seek to teach. This, combined with the willingness generated by the School Family, empowers children to successfully learn and internalize lifelong skills. Conscious Discipline's original application is in the classroom, but these methods apply seamlessly to all human interactions. Conscious Discipline has the power to affect every relationship. It now includes a program designed specifically for parents.

If there are addition concerns, families can contact the school for addition support and resources. In addition that can visit www.consciousdiscipline.com or www.voicesofkindness.com

Operator:

I, the undersigned facility director/operator (or other designated staff member) of Shining Stars, do hereby state that I have given and discussed the facility's Discipline and Behavior Management Policy with the child's parent or guardian.

Signature of Director/Operator (or other designated staff member):

Date _____

Parent or Guardian:

I, the undersigned parent or guardian of _____ (child's full name), do hereby state that I have read and received a copy of the facility's Discipline and Behavior Management Policy and that the facility's director/operator (or other designated staff member) has discussed the facility's Discipline and Behavior Management Policy with me.

Date of Child's Enrollment: _____

Signature of Parent or Guardian _____

Date _____



Attention Parents

Our daily schedule includes regular playground activity (at least 1 hour each day). Tennis shoes provide the best and safest traction for a young child when running, climbing, etc. We ask you to please put your children in shoes where they can run safely during outside and gross motor play.

Atención Padres

Nuestro horario regular incluye la actividad en el área de recreo (por lo menos una hora diaria al día). Los zapatos de tenis proveen la mejor y mayor tracción, para niños jóvenes cuando ellos corren, escalan, etc. Nosotros le pedimos que por favor les pongan a sus niños zapatos los cuales ellos puedan correr seguros durante el tiempo de juego afuera con sus destrezas motrices gruesas.



GENERAL SAFETY PRACTICES

- ♥ Background screenings are conducted, and all staff, teachers, bus drivers and substitutes.
- ♥ All staff members are mandated to report any suspicion of child abuse/neglect.
- ♥ Children are supervised at all times and appropriate child: staff ratios are maintained.
- ♥ Authorized pick-up information is on file and in the emergency directory.
- ♥ If we are not familiar with the authorized pick-up person we will ask to see identification and will match the person's ID with the emergency directory information provided by the parent(s).
- ♥ Each room is equipped with a first-aid kit.
- ♥ Teachers take roll and monitor the number of children in their care.
- ♥ Teachers move throughout the play yard to ensure adequate and appropriate supervision.
- ♥ The play yard monitored closely for safety and improvements.
- ♥ Staff is trained in CPR, First Aid, and Choke Saving/Rescue Breathing.
- ♥ Medicines are stored out of children's reach and administered only with written permission of doctors.
- ♥ Individuals who serve food wear gloves when handling ready-to-eat foods.
- ♥ Cleaning supplies are stored out of children's reach.
- ♥ Teachers fill out documentation for accidents, incidents, and health-related situations. Parents receive copies of accident/incident forms.
- ♥ Teachers follow universal precautions for blood-related accidents and incidents.
- ♥ Latex "free" gloves are available in each room for emergencies.
- ♥ Toys are checked frequently and broken toys are discarded.
- ♥ Emergency numbers and first aid kits are included in 3-Ring Notebook for walking and field trips.
- ♥ Parents are informed in advance of all field trips.



ENSURING PROPER HANDWASHING

ADULTS AND CHILDREN

Policy: Proper handwashing procedures are followed when needed. Handwashing for children and staff require that both hands be washed with liquid soap and rinsed thoroughly under warm running water for about 10 seconds. Hands should be dried with individual paper towels that are not shared.

Procedures:

1. To avoid spreading household germs:
 - Upon arrival into the classroom
 - After touching trash cans or lids
 - After cleaning up spills
 - When hands are otherwise contaminated
2. After messy play:
 - After using sand outdoors
 - After being outdoors, and hands are noticeable soiled
 - After messy play such as painting or gluing
 - After gardening
 - After and before cooking activities
3. To avoid spreading diseases through bodily fluids or skin contact:
 - Before and after group water play
 - After sneezing or coughing when hands are contaminated
 - After wiping noses
 - Before after dealing with cuts, scrapes, or other health needs
 - After cleaning up bodily fluids spills
4. Adults should wash and/or sanitize hands
 - Before and after feeding a child
 - Before and after administering medication
 - After cleaning



CHILDREN AND STAFF HAND WASHING

Staff must wash their hands:

- ♥ **When arriving at school**
- ♥ **Before preparing or serving any food or drink**
- ♥ **After handling animals**
- ♥ **After sneezing or blowing nose**
- ♥ **When hands are dirty**
- ♥ **Before administering medication**
- ♥ **Before (when appropriate) and after administering first aid**
- ♥ **After using the restroom**

After washing hands, it is important not to touch anything before handling food. If using gloves to prepare food, hands should still be washed before putting on gloves. After contact with a child's bodily fluids - including blood, vomit, sputum, and mucus (from wiping nose), hands must be washed.

Children must wash their hands:

- ♥ **When arriving at school**
- ♥ **Before eating**
- ♥ **After using the restroom**
- ♥ **After sneezing or blowing nose**
- ♥ **After playground activities**
- ♥ **After handling animals**
- ♥ **When hands appear to be dirty**



How Hands should be washed:

- ♥ **Wet both hands**
- ♥ **Apply a small amount of liquid soap**
- ♥ **Rub hands together for at least 15 seconds for a good lather**
- ♥ **Be sure to wash between the fingers and under the fingernails**
- ♥ **Rinse hands well with warm water**
- ♥ **Dry hands well with paper towel**
- ♥ **Use towel to turn off faucet**
- ♥ **Dispose of towel in the trash**

"The purpose of behavioral guidelines is to help establish and maintain a safe and orderly environment which must prevail if learning is to take place. It is expected that each teacher will deal with general classroom disruptions through effective classroom management, and the involvement of parents/guardians and student services staff. The term "school" as it applies to these guidelines refers to school buildings, parking areas, and properties. These rules are in effect at any school function or school-sponsored activity, and while the students are waiting for, riding, or leaving the bus.

Students should be aware that, in addition to violations listed in the Code of Conduct, other infractions may be included as part of local school rules and regulations. In the event that there are extenuating circumstances, or an offense continues to occur, it will be at the discretion of the principal, assistant principal, and teachers to recommend additional, appropriate disciplinary action.

These guidelines apply to any student who is on school property, who is in attendance at any school sponsored activity, or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools."

(PSRS Student Code of Conduct)



SPECIFIC BEHAVIORAL EXPECTATIONS

Dress Code

Good judgment in selecting dress is expected of all students. Students are expected to dress in a manner which is neat, clean, and appropriate for the learning environment.

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that will be conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits appearance or clothing that does the following: (1) violates the standards established in this policy or a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others.

Students shall not wear clothing or hairstyles which distract other students, interfere with the classroom participation of other students, or present a health or safety hazard. Specifically:

1. **Shoes or sandals are to be worn at all times during the school day. Shower shoes and slide types are not permitted.**
2. **Sunglasses, hats, caps, head scarves, or head covers of any description are not permitted unless authorized by the school for a special reason or school activity.**
3. **Clothing deemed to be or has the potential to be disruptive of the educational process is not permitted.**
4. **Clothing with vulgar language, inserts, signs, or clothing advertising drugs or alcoholic beverages are not permitted.**
5. **Distractive, scanty clothing, tank tops, halters, low-cut tops, mini-skirts, midriff blouses, or noticeably tight or transparent clothing is not permitted.**
6. **Students will be permitted to wear shorts to school. Shorts should be modest and of sufficient length. A guideline for students to use in determining whether or not the shorts are long enough is as follows: Have the shorts at the waistline, stand straight with arms and fingers fully extended by one's side; the bottom of the shorts should be approximately even with the extended fingers.**
7. **All pants, shorts and skirts must be worn fastened above the hips around the waist. In particular, the dress style-known as "sagging" is prohibited.**
8. **All shirttails shall be worn inside pants.**
9. **Loop-style earrings or any style that constitute a potential hazard if snagged or grabbed accidentally. Students should not wear them at school.**
10. **Only clear or see-through nylon book bags are permitted.**
11. **All clothing will be worn as intended by the manufacturer (i.e. long pants will not be rolled up, caps, (when allowed) will not be worn backwards, etc.).**
12. **Administration reserves the right to determine if attire is a distraction to the educational**

environment and suitable for school.

13. **Students may not wear attire with messages or illustrations that are lewd, indecent, obscene or vulgar or that advertise any product or service not permitted by law to minors is prohibited.**



PRESCHOOL DRESS CODE

Please label all sweaters, jackets, coats, school bags, backpacks, etc. with the child's name. Often a child will have a garment identical to someone else's in the classroom. Dress your child in comfortable, practical clothing for painting or playing outdoors. Send your child each day dressed for outside play. Tennis shoes are preferable. Dress-up shoes have slick soles and sandals, Crocs and flip-flops are dangerous and inappropriate for active play. Children's clothing should be uncomplicated so that they can easily use the restroom independently.



SPECIFIC GOALS

1. **Develop Gross Motor Skills-** Young children need opportunities to develop their bodies and coordination by running, jumping, climbing, lifting, pushing, and pulling. Physiological readiness precedes other learning.
2. **Develop Fine Motor Skills-** Small muscle, hand-eye coordination. Young children need opportunities to practice with things to put in, take out, match, fit, connect, and disconnect. The environment provides the developmental materials- (manipulatives, puzzles, pegs, play-dough, beads, etc.)
3. **Develop Language Arts-** Children learn vocabulary and the rhythm of speech through listening to their own peers and other languages as they are spoken and sung in many forms. Classroom libraries, storytelling, self-expression (puppets, telephones), games, alphabet letter, calendar, recognition (name, address, phone number,) expression through show and tell are only a few of the means of communication which are vital to both personal and academic success.
4. **Develop Social Skills-** Dramatic play helps a child progress from solitary role-playing, to sharing and understanding rules and problem-solving. Through social activities, the children begin to feel secure in himself, family, and community.
5. **Develop Creative Expression-** Experimentation, discovery, the experience itself, is the value of arts at an early age. They learn about basic colors, and shapes, through painting, coloring, cutting, gluing, play-dough, and sand/water play. Children will learn creativity by having hands-on experiences.
6. **Develop Math & Science Concepts-** The younger children know and understand about their world, the more independent and confident they will become. Children will investigate their environment and interests. Learning about seasons, weather, measurements, animals, plants, our five senses, and health and nutrition are only some of the concepts we teach.
7. **Music:** The children will explore the magical world of music through songs, dance, musical instruments and movement games. They will develop a love of music and learn about rhythm, melody and beat while they actively participate. Musical experiences are an important part of children's sensory environment and will help them to develop physical, social and intellectual skills.

Our goal is to address the needs of the whole child by enhancing their social, emotional, cognitive, physical and creative development. We will provide learning experiences that promote:



GOALS AND GUIDING PRINCIPALS

- ♥ **Social Development**
 - Learning to get along in groups
 - Learning responsible behavior
 - Acquiring respect for individual differences
- ♥ **Emotional Development**
 - Promoting positive self-image
 - Promoting trust, independence, and harmony
 - Developing self-control
- ♥ **Cognitive Development**
 - Emerging literacy skills
 - Building number sense
 - Experiencing science, art, and music
- ♥ **Physical Development**
 - Improving large and small muscle development
 - Improving hand/eye coordination
 - Encouraging hands-on experiences
- ♥ **Creative Development**
 - Promoting active learning
 - Making choices



IMPORTANCE OF PLAY

Play is the work of children and is the basic way in which young children gain knowledge. Just as teachers use instructional techniques for reading so preschool teachers plan opportunities for spontaneous play, guided play, directed play, or investigative play to teach new skills and concepts. Our preschool program is designed to encourage learning through play, hands-on activities, and small and large group discovery time.



VOLUNTEERS

Volunteers are special human resources. You are encouraged to volunteer your time in our classrooms, and with extracurricular activities. If you are willing to help our school continue to grow, and make great academic achievements, by serving as a school volunteer, please contact us as soon as possible.

Thank you for supporting the students in the activities offered at Prospect School. If there are suggestions as to how we can make our school better, please share those ideas with us.



PARENT-TEACHER ASSOCIATION (P.T.A.)

All parents are encouraged to become active participants in the Parent-Teacher Association. Meetings are scheduled throughout the school year, both at the beginning of the school year, and at the end of grading periods.

Please come and show your support of our school. We encourage you to take an active role in your child's education. PTA meetings are wonderful times to visit with your child's teacher(s). We hope to see you in attendance at these meetings.



CUSTODY

If there exists legal documentation related to custody of minors, we must have a copy of your custody papers on file. If at any time you feel that a problem of abduction may occur, we need to have knowledge of this in the school office. This is the only way we can be of any help in preventing this from happening at school. If you are a grandparent, foster parent, or kinship care guardian, with legal custody of a child(ren), we need a copy of the records on file. These files must be updated yearly.



PICTURES AND VIDEO OF STUDENTS

In the event that you do not want your child's photo and/ or a video of your child taken on the school bus, on school grounds, in school buildings, at school activities, or school sports events released without your prior consent, you must so notify your school's principal in writing no later than the end of the 10th school day after the beginning of school, not counting intermediate weekends or holidays. If you do not object to the release of your child's photo and/or a video of your child that is taken on a school bus, on school grounds, in school buildings, at school activities, or at school sporting events by the school no action is necessary.



INCLEMENT WEATHER

Please prepare by noting the following Public Schools of Robeson County (PSRC) inclement weather practices.

When snow, ice, or cold causes hazardous road and walking conditions, schools may open late, end early, or even close for the entire day. Decisions are made based on countywide conditions and weather forecasts to ensure the safety of all students, staff, and residents across our County. This means closings can occur when conditions might not seem particularly bad in your immediate area. Conversely, schools may open when you consider local roads and sidewalks unsafe for travel.

PSRC determines travel safety by monitoring conditions and driving both major and remote roads across the county. They also consider input from police, North Carolina transportation authorities, and weather forecasts before recommending a decision. Safety is always the top priority. We try to reach a decision as early as possible amid changing conditions.

- **Online:** Check PSRC Website, <https://www.robeson.k12.nc.us/> and/or any school website.
- **Social Media:**
 - "Like" Shining Star's Facebook page at <https://www.facebook.com/Shining.Stars.Preschool.Robeson/>
 - "Like" PSRC Facebook page at <https://www.facebook.com/PublicSchoolsOfRobesonCounty/>
 - Follow PSRC on Twitter <https://twitter.com/PSRCEDU>
- **Local radio and TV stations:** Closing and delay information are repeated frequently

Remember, the decision to change the school schedule is never made lightly. If you have any questions concerning these procedures, please call the school your child attends Lumberton Shining Stars 910-671-4343 or Pembroke Shining Stars 910-521-0559.

Thank you for your cooperation and ongoing support.



Emergency Closings

When school must be cancelled or closed because of inclement weather, radio and television stations will be notified immediately. Unless school cancellations/delays are announced, students and parents should expect school to be open. Parents should listen to the following stations or call the board at 671-6000 where an automated message will be recorded.

Radio Stations

WAGR - 1340 AM	WSTS - 100.9 FM
WFMO - 860 AM	WKML - 95.7 FM
WKKE - 1080 AM	WZFX - 99.1 FM
WTEL - 1160 AM	WQSM - 98.1 FM
WFNC - 640 AM	WFLB - 96.5 FM
WEWO - 1460 AM	WIOZ - 106.9 FM
WLNC - 1300 AM	WGQR - 105.7 FM

Television Stations

WRAL - Channel 5	WBTW - Channel 13
WTVD - Channel 11	WPDE - Channel 15
WECT - Channel 6	WWAY - Channel 3

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)

Air Temperature	Wind Speed in mph									
	Calm	5	10	15	20	25	30	35	40	
40	40	36	34	32	30	29	28	28	27	
30	30	25	21	19	17	16	15	14	13	
20	20	13	9	6	4	3	1	0	-1	
10	10	1	-4	-7	-9	-11	-12	-14	-15	
0	0	-11	-16	-19	-22	-24	-26	-27	-29	
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43	

Comfortable for out door play
 Caution
 Danger

Heat Index Chart (in Fahrenheit %)

Air Temperature (F)	Relative Humidity (Percent)												
	40	45	50	55	60	65	70	75	80	85	90	95	100
80	80	80	81	81	82	82	83	84	84	85	86	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100	103
90	91	93	95	97	100	103	105	109	113	117	122	127	132
94	97	100	103	106	110	114	119	124	129	135			
100	109	114	118	124	129	130							
104	119	124	131	137									

Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? Clothe children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). Beverages help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play. YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk. INFANTS/TODDLERS should play indoors and have ample space for large motor play. YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.

OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

Blizzard Warning: There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

Heat Index Warning: How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

Relative Humidity: The percent of moisture in the air.

Temperature: The temperature of the air in degrees Fahrenheit.

Wind: The speed of the wind in miles per hour.

Wind Chill Warning: There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

Winter Weather Advisory: Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

Winter Storm Warning: Severe winter conditions have begun in your area.

Winter Storm Watch: Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Parent Notification Of NC Immunization Law

§ 130A-155. Submission of certificate to child care facility, preschool and school authorities; record maintenance; reporting.

(a) No child shall attend a school (pre K-12), whether public, private or religious, a child care facility as defined in G.S. 110-86(3), unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152 is presented to the school or facility. The parent, guardian, or responsible person must present a certificate of immunization on the child's first day of attendance to the principal of the school or operator of the facility, as defined in G.S. 110-86(7). If a certificate of immunization is not presented on the first day, the principal or operator shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian or responsible person shall have 30 calendar days from the first day of attendance to obtain the required immunization for the child. If the administration of vaccine in a series of doses given at medically approved intervals requires a period in excess of 30 calendar days, additional days upon certification by a physician may be allowed to obtain the required immunization. Upon termination of 30 calendar days or the extended period, the principal or operator shall not permit the child to attend the school or facility unless the required immunization has been obtained.

(b) The school or child care facility shall maintain on file immunization records for all children attending the school or facility which contain the information required for a certificate of immunization as specified in G.S. 130A-154. These certificates shall be open to inspection by the Department and the local health department during normal business hours. When a child transfers to another school or facility, the school or facility which the child previously attended shall, upon request, send a copy of the child's immunization record at no charge to the school or facility to which the child has transferred.

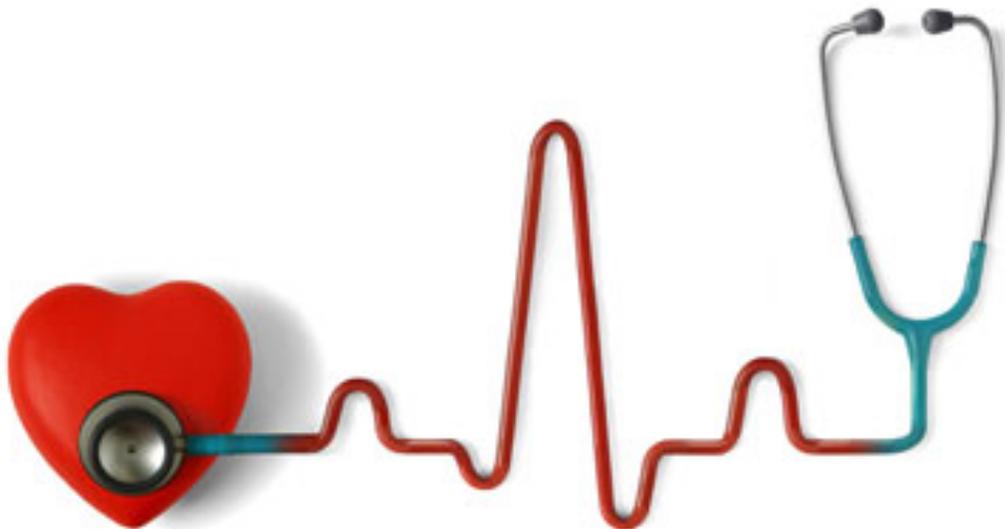
(c) The school shall file an annual immunization report with the Department by November 1. The child care facility shall file an immunization report annually with the Department. The report shall be filed on forms prepared by the Department and shall state the number of children attending the school or facility, the number of children who had not obtained the required immunization within 30 days of their first attendance, the number of children who received a medical exemption and the number of children who received a religious exemption.

(d) Any adult who attends school (pre K-12), whether public, private or religious, shall obtain the immunizations required in G.S. 130A-152 and shall present to the school a certificate in accordance with this section. The physician or local health department administering a required vaccine to the adult shall give a certificate of immunization to the person. The certificate shall state the person's name, address, date of birth and sex; the number of doses of the vaccine given; the date the doses were given; the name and addresses of the physician or local health department administering the required immunization; and other relevant information required by the Commission. (1957, c. 1357, s. 1; 1959, c. 177; 1965, c. 652; 1971, c. 191; 1973, c. 632, s. 2; 1979, c. 56, s. 1; 1981, c. 44; 1983, c. 891, s. 2; 1997-506, s. 47; 1999-110, s. 4; 2007-187, s. 2.)

Health Screening Programs

The Public Schools of Robeson County Health Services Program maintains vision and hearing programs to help with early identification and correction of vision and hearing problems so that student learning potential is maximized. Distance visual acuity screening is conducted annually by school nurses for students in grades 1, 3, and 5. In addition, screening is completed on students who demonstrate possible vision problems, are being evaluated for the Exceptional Children's Program (near and distance acuity), or are referred by teachers. Hearing screening is conducted annually by school nurses for students in grades 1, 3, and 5. Additional screenings are conducted on students who demonstrate possible hearing problems, are being evaluated for the Exceptional Children's Program or are referred by teachers. Parents/guardians are notified by the school nurse if the screening results are outside the normal range.

Dental screenings are conducted annually for students in Kindergarten and 5th grade by a Public Health Dental Hygienist with the North Carolina Dental Health Section.



Health and Safety of Staff Members:

It is the purpose of the policy for health and safety to ensure the health and safety of not only the children at Shining Stars but for all staff members.

The following policy applies to all staff members and is outlined in specifics for the children, but pertains to all who work or volunteer at Shining Stars.

Any staff member, certified or classified, classroom or office staff, cafeteria staff or custodian, full time or part time, volunteer must adhere to all of the rules and regulations for signs of illness that pertain to the children in the child care center. The Public Schools employee rules related to illness also apply to the Shining Stars staff members.

Additional Health and Safety:

1. All staff members working directly with children are encouraged to take a 15 minute break when working with children for 4 hours. If any staff member working directly with children needs additional breaks, this can be worked out with the other staff members in the classroom. Additional support can be obtained by calling the front desk.
2. Any staff member needing support in stress management, prevention and treatment of depression, and/or general wellness may request assistance from the Central Office of the Public Schools of Robeson County through the Human Resources Department.



Signs of Illness

Keep your child out of childcare if he or she has any of the following signs:

- Seems very tired and needs bed rest (a common flu symptom)
- Throws up (vomits) more than 1 time
- Has 3 or more loose, watery, unformed stools (diarrhea) in 24 hours, not caused by a change in diet or medicine; especially if it runs out of the diaper or underwear
- Cough that interrupts normal play or sleep
- Shortness of breath or increased wheezing during normal activity
- Underarm temperature above 100°F especially if there are other signs of illness
- Earache, headache, sore throat or recent injury that makes it hard to play or sleep normally
- White or yellow eye discharge with pink or red skin inside or around the eye or eyelid
- Rash with a fever or change in behavior
- Mouth sores along with drooling, unless the doctor decides that the child is not contagious

Fever

Your child should not go to childcare if his underarm temperature is above 100°F. He may go back to school when it is below 100°F for at least 24 hours and he feels well enough to play as usual.

Contagious Disease

Germ is everywhere in the childcare setting. A contagious (catching) disease spreads by close contact with a sick person or contaminated object. Many illnesses are contagious and can be spread 24 hours before your child shows signs of illness.

For this reason, keeping your child out of childcare may not always keep him from getting sick. Good hand-washing and disinfecting toys and surfaces are the best ways to stop the spread of illness.

Children are required to stay away from childcare if they have:

- Lice and scabies – no child care until after the first treatment.
- Impetigo – no child care for 24 hours after treatment starts.
- Strep throat or other strep infections – no child care until child has been taking antibiotics for 24 hours. Fever must be gone.
- Tuberculosis*.
- Chickenpox*.
- Pertussis – Whooping cough*.
- Hepatitis A*.
- Measles, mumps or rubella*.
- Shingles*.
- Salmonella, shigella, E. coli, Campylobacter, Giardia*.
- Neisseria Meningitis*.



*These illnesses must be reported to the local Health Department. Your child's doctor will tell you when he or she may return to childcare.

If your child goes to daycare, at-home care, after school activities (at home or at a center), or any other care involving other children, please contact the caregiver to decide if your child can still take part. Even if your child is only seeing a caregiver, disease can be spread to other children through the caregiver.

Can My Child Come to School III?

Children who are ill, with or without a temperature, or who are unable to participate in regular activities may not return until their temperature has been normal for a minimum of 24 hours, and the child is able to participate in regular activities. Infectious illnesses such as the Flu, Pink Eye, Strep Throat, etc or symptoms such as fever over 100°, vomiting, severe coughing or diarrhea will require removal of the child from the program.

If a child becomes ill while he/she is in our care, parents will be notified and asked to come immediately and pick up their child. Until parents arrive, ill children will be separated from the other children. An alternate plan for your child must be established by parents if they are unable to pick up a sick child or if they cannot be reached by telephone during the work day. This plan must be given to the staff who will keep it on file at the center.

The child may return to the center when it has been more than 24 hours since they were symptom free or with a written documentation from a health care professional stating the child is not contagious and can attend the center.

I Need to Stay Home If...

I Have A Fever	I Am Vomiting	I Have Diarrhea	I Have A Rash	I Have Head Lice	I Have An Eye Infection	I Have Been In The Hospital
						
Temperature of 100 or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, itching, and/or "crusty" drainage from eye	Hospital stay and/or ER visit

I Am Ready to Go Back to School When I Am ...

Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol/Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash itching or fever. I have been evaluated by my doctor and permitted to return to school.	Treated with appropriate lice treatment at home and proof is provided to the nurse	Evaluated by my doctor and have a note to return to school	Released by medical provider to return to school.
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Keep a Sick Child at Home if You See the Following:

- ♥ **Fever** - This is one symptom that automatically rules out school, no questions. (Anywhere from 100 to 101 degrees or higher is the usual guideline used by most schools.) Your sick child should be fever-free without medication for at least 24 hours before you send him back to school.
- ♥ **Diarrhea** - This could be a sign of a viral infection, so it's best to keep your child at home. It's also important to keep rehydrating him with an oral rehydrating solution when he has diarrhea, and the best way to do that is by keeping him at home.
- ♥ **Vomiting** - Aside from the fact that your child won't be comfortable, he could vomit again. Keep him home until he has gone 24 hours without throwing up although some parents and doctors say it's fine to send a child to school if he hasn't vomited since the night before.
- ♥ **Cough** - This depends on how severe the cough is. Coughs can spread the infection to other students. A serious cough can also keep a child from getting a good night's rest, which means he'll be too tired for school in the morning. As a general rule, if your child has a serious cough, particularly if it's accompanied by breathing troubles, call your doctor and keep him home. But if it's just a mild cough and he has no other symptoms, he can probably go to school.
- ♥ **Rashes** - Skin rashes could be a sign of a contagious infection, such as impetigo. You should have a rash evaluated by a doctor before sending your child to school.
- ♥ **Pinkeye- (conjunctivitis)** - This infection can quickly and easily spread from one child to another, as many parents of grade-school age children already know all too well. Keep your child home until the doctor says he is no longer contagious.



COLD VS. FLU

SYMPTOMS		COLD	FLU
 Fever		Rare	High (100-102 F) Can last 3-4 days
 Headache		Rare	Intense
 General Aches, Pains		Slight	Usual, often severe
 Fatigue, Weakness		Mild	Intense, Can last up to 2-3 weeks
 Extreme Exhaustion		Never	Usual (starts early)
 Stuffy Nose		Common	Sometimes
 Sneezing		Usual	Sometimes
 Sore Throat		Common	Common
 Cough		Mild to moderate	Common, Can become severe

Sources: National Institute of Allergy and Infectious Diseases. CDC.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520



Prevention of Shaken Baby Syndrome and Abusive Head Trauma

Belief Statement

We, Shining Stars Preschool believe that preventing, recognizing, responding to, and reporting shaken baby syndrome and abusive head trauma (SBS/AHT) is an important function of keeping children safe, protecting their healthy development, providing quality child care, and educating families.

Background

SBS/AHT is the name given to a form of physical child abuse that occurs when an infant or small child is violently shaken and/or there is trauma to the head. Shaking may last only a few seconds but can result in severe injury or even death¹. According to North Carolina Child Care Rule (child care centers, 10A NCAC 09 .0608, family child care homes, 10A NCAC 09 .1726), each child care facility licensed to care for children up to five years of age shall develop and adopt a policy to prevent SBS/AHT².

Procedure/Practice

Recognizing:

- Children are observed for signs of abusive head trauma including irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift the head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or from hitting the head.

Responding to:

- If SBS/AHT is suspected, staff will:
 - Call 911 immediately upon suspecting SBS/AHT and inform the director.
 - Call the parents/guardians.
 - If the child has stopped breathing, trained staff will begin pediatric CPR⁴.

Reporting:

- Instances of suspected child maltreatment in child care are reported to Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829 or by emailing webmasterded@dhhs.nc.gov.
- Instances of suspected child maltreatment in the home are reported to the county Department of Social Services. Phone number: _____

Prevention strategies to assist staff* in coping with a crying, fussing, or distraught child

Staff first determine if the child has any physical needs such as being hungry, tired, sick, or in need of a diaper change. If no physical need is identified, staff will attempt one or more of the following strategies⁵:

- Rock the child, hold the child close, or walk with the child.
- Stand up, hold the child close, and repeatedly bend knees.
- Sing or talk to the child in a soothing voice.
- Gently rub or stroke the child's back, chest, or tummy.
- Offer a pacifier or try to distract the child with a rattle or toy.
- Take the child for a ride in a stroller.
- Turn on music or white noise.
- Other _____
- Other _____

In addition, the facility:

- Allows for staff who feel they may lose control to have a short, but relatively immediate break away from the children⁶.
- Provides support when parents/guardians are trying to calm a crying child and encourage parents to take a calming break if needed.
- Other _____

Prohibited behaviors

Behaviors that are prohibited include (but are not limited to):

- shaking or jerking a child
- tossing a child into the air or into a crib, chair, or car seat
- pushing a child into walls, doors, or furniture

Strategies to assist staff members understand how to care for infants

Staff reviews and discusses:

- The five goals and developmental indicators in the 2013 North Carolina Foundations for Early Learning and Development, ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
- How to Care for Infants and Toddlers in Groups, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups

- Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy, the Network of Infant/Toddler Researchers, pages 7-9, www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf

Strategies to ensure staff members understand the brain development of children up to five years of age
 All staff take training on SBS/AHT within first two weeks of employment. Training includes recognizing, responding to, and reporting child abuse, neglect, or maltreatment as well as the brain development of children up to five years of age. Staff review and discuss:

- Brain Development from Birth video, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/156-brain-wonders-nurturing-healthy-brain-development-from-birth
- The Science of Early Childhood Development, Center on the Developing Child, developingchild.harvard.edu/resources/inbrief-science-of-eed/

Resources

List resources such as a staff person designated to provide support or a local county/community resource:

Parent web resources

- The American Academy of Pediatrics: www.healthychildren.org/English/safety-prevention/athome/Pages/Abusive-Head-Trauma-Shaken-Baby-Syndrome.aspx
- The National Center on Shaken Baby Syndrome: <http://dontshake.org/family-resources>
- The Period of Purple Crying: <http://purplecrying.info/>
- Other _____

Facility web resources

- Caring for Our Children, Standard 3.4.4.3 Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma, <http://cfoc.nrckids.org/StandardView.cfm?StdNum=3.4.4.3&+>
- Preventing Shaken Baby Syndrome, the Centers for Disease Control and Prevention, http://centerforchildwelfare.fmhi.usf.edu/kb/trprev/Preventing_SBS_508-a.pdf
- Early Development & Well-Being, Zero to Three, www.zerotothree.org/early-development
- Other _____

References

1. The National Center on Shaken Baby Syndrome, www.dontshake.org
2. NC DCPEE, ncchildcare.dhhs.state.nc.us/general/mb_cerulespublic.asp
3. Shaken baby syndrome, the Mayo Clinic, www.mayoclinic.org/diseases-conditions/shaken-babysyndrome/basics/symptoms/con-20034461
4. Pediatric First Aid/CPR/AED, American Red Cross, www.redcross.org/images/MEDIA_CustomProductCatalog/m4240175_Pediatric_ready_reference.pdf
5. Calming Techniques for a Crying Baby, Children's Hospital Colorado, www.childrenscolorado.org/conditions-andadvice/calm-a-crying-baby/calming-techniques
6. Caring for Our Children, Standard 1.7.0.5: Stress <http://cfoc.nrckids.org/StandardView/1.7.0.5>

Application

This policy applies to children up to five years of age and their families, operators, early educators, substitute providers, and uncompensated providers.

Communication

Staff*

- Within 30 days of adopting this policy, the child care facility shall review the policy with all staff who provide care for children up to five years of age.
- All current staff members and newly hired staff will be trained in SBS/AHT before providing care for children up to five years of age.
- Staff will sign an acknowledgement form that includes the individual's name, the date the center's policy was given and explained to the individual, the individual's signature, and the date the individual signed the acknowledgment
- The child care facility shall keep the SBS/AHT staff acknowledgement form in the staff member's file.

Parents/Guardians

- Within 30 days of adopting this policy, the child care facility shall review the policy with parents/guardians of currently enrolled children up to five years of age.
- A copy of the policy will be given and explained to the parents/guardians of newly enrolled children up to five years of age on or before the first day the child receives care at the facility.
- Parents/guardians will sign an acknowledgement form that includes the child's name, date the child first attended the facility, date the operator's policy was given and explained to the parent, parent's name, parent's signature, and the date the parent signed the acknowledgement
- The child care facility shall keep the SBS/AHT parent acknowledgement form in the child's file.

* For purposes of this policy, "staff" includes the operator and other administration staff who may be counted in ratio, additional caregivers, substitute providers, and uncompensated providers.

Preventing Child Abuse and Neglect is a Priority

Child maltreatment includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (e.g., clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.

There are four common types of child maltreatment:

- **Physical abuse** is the use of physical force, such as hitting, kicking, shaking, burning, or other shows of force against a child.
- **Sexual abuse** involves inducing or coercing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.
- **Emotional abuse** refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name calling, shaming, rejection, withholding love, and threatening.
- **Neglect** is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care.





North Carolina's RACE TO THE TOP EARLY LEARNING CHALLENGE

Summary of the North Carolina Child Care Law for Child Care Centers

What Is Child Care?

The law defines child care as:

- three or more unrelated children under 13 years of age
- receiving care from a non-relative
- on a regular basis, of at least once a week
- for more than four hours per day but less than 24 hours.

It is only when all of these conditions exist that regulation is required. The North Carolina Department of Health and Human Services is responsible for regulating child care. This is done through the Division of Child Development and Early Education. The purpose of regulation is to protect the well-being of children while they are away from their parents. The law defining child care is in the North Carolina General Statutes, Article 7, Chapter 110. The North Carolina Child Care Commission is responsible for adopting rules to carry out the law. Some counties and cities in North Carolina also have local zoning requirements for child care programs.

Star Rated Licenses

Centers that meet the minimum licensing requirements will receive a one-star license. Programs that choose to voluntarily meet higher standards can apply for a two through five star rated license. The number of stars a program earns is based upon the education levels their staff meet and the program standards met by the program.

Child Care Centers

Licensing as a center is required when six or more children are cared for in a residence or when three or more children are in care in a building other than a residence. Religious-sponsored programs are exempt from some of the regulations described below if they choose not to be licensed. Programs that operate for less than four consecutive months, such as summer camps, are exempt from licensing. Child care centers may voluntarily meet higher standards and receive a license with a higher rating. Centers will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants.

Child Abuse, Neglect, or Maltreatment

Every citizen has a responsibility to report suspected child abuse, neglect or maltreatment. This occurs when a parent or caregiver injures or allows another to injure a child physically or emotionally. It may also occur when a parent or caregiver puts a child at risk of serious injury or allows another to put a child at risk of serious injury. It also occurs when a child does not receive proper care, supervision, discipline, or when a child is abandoned. North Carolina law requires any person who suspects child maltreatment at a child care facility to report the situation to the Intake Unit at Division of Child Development and Early Education at 919-527-6335 or 1-800-859-0829. Reports can be made anonymously. A person cannot be held liable for a report made in good faith. The operator of the program must notify parents of children currently enrolled in writing of the substantiation of any maltreatment complaint or the issuance of any administrative action against the child care facility. North Carolina law requires any person who suspects child abuse or neglect in a family to report the case to the county department of social services.

Parental Rights

- Parents have the right to enter a center at any time while their child is present.
- Parents have the right to see the license displayed in a prominent place.
- Parents have the right to know how their child will be disciplined.

How to Report a Problem

North Carolina law requires staff from the Division of Child Development and Early Education to investigate a child care center when there has been a complaint. Child care providers who violate the law or rules may be fined up to issued an administrative action, fined and may have their licenses suspended or revoked. If you believe that a child care provider fails to meet the requirements here, or if you have questions, please call the Division of Child Development and Early Education at 919—527-6500 or 1-800-859-0829

Reviewing Files

A public file is maintained in the Division's main office in Raleigh for every licensed center. These files can be viewed during business hours (8am-5pm) or requested via the Division's web site at www.nchildcare.nc.gov or, ; viewed from the Division's Child Care Facility Search Site <http://ncchildcaresearch.dhhs.state.nc.us/search.asp?lang=English>, requested by contacting the Division at 1-800-859-0829.

Licensed centers must, at a minimum, meet requirements in the following areas.

Staff Education and Criminal Records Background Checks

The administrator of a child care center must be at least 21, and have at least a North Carolina Early Childhood Administration Credential or its equivalent. Lead teachers in a child care center must be at least 18 and have at least a North Carolina Early Childhood Credential or its equivalent. If administrators and lead teachers do not meet this requirement, they must begin credential coursework within six months of being hired. Staff younger than 18 years of age must work under the direct supervision of staff 21 years of age or older. All staff must complete a minimum number of training hours annually including ITS-SIDS training for any caregiver that works with infants 12 months of age or younger. One staff must complete the Emergency Preparedness and Response in Child Care training and plan. On January 1, 2013 House Bill (HB) 737 became effective. This legislation made criminal record checks a pre-service requirement All staff must also undergo a criminal records background check initially, and every three years thereafter.

Staff/Child Ratios

Ratios are the number of staff required to supervise a certain number of children. Group size is the maximum number of children in one group. Ratios and group sizes for licensure are shown below and must be posted in each classroom. A sample staff/ratio chart can be found on the DCDEE website under "Provider Documents."

Age	Teacher: Child Ratio	Maximum Group Size
0-12 months	1:5	10
12-24 months	1:6	12
2 years old	1:10	20
3 years old	1:15	25
4 years old	1:20	25
School age	1: 25	25

When the group has children of different ages, staff-child ratios and group size must be met for the youngest child in the group.

Space and Equipment

Centers must have at least 25 square feet per child indoors and 75 square feet per child outdoors. Outdoor play space must be fenced. Indoor equipment must be clean, safe, well-maintained, and age appropriate. Outdoor equipment and indoor furnishings must be child size, sturdy, and free of hazards that could injure children.

Program Records

Centers must keep accurate records such as children's attendance, immunizations, and emergency phone numbers. A record of monthly fire drills and quarterly shelter-in-place or lockdown drills practiced must also be maintained.

Curriculum

The Division of Child Development and Early Education does not promote or require any specific curriculum over another. The Division website maintains a list of approved curriculums for four-year-old children. Activity plans must be available to parents and must show a balance of active and quiet activities. Rooms must be arranged to encourage children to explore and use materials on their own.

Health and Safety

Children must be immunized on schedule. Each licensed center must ensure the health and safety of children by sanitizing areas and equipment used by children. Meals and snacks must be nutritious, and children must have portions large enough to satisfy their hunger. Food must be offered at least once every four hours. Local health, building, and fire inspectors visit licensed programs to make sure standards are met. All children must be allowed to play outdoors each day (weather permitting) and must have space and time provided for rest. Centers must complete the Emergency Preparedness and Response in Child Care training and plan.

Transportation

Child care centers providing transportation for children must meet all motor vehicle laws, including inspection, insurance, license, and restraint requirements. Children may never be left alone in a vehicle and child-staff ratio must be maintained.

Discipline and Behavior Management

Each program must have a written policy on discipline, must discuss it with parents, and must give parents a copy when the child is enrolled. Changes in discipline policy must be shared with parents in writing before going into effect. Corporal punishment (spanking, slapping, or other physical discipline) is prohibited in all centers. Religious-sponsored programs which notify the Division of Child Development and Early that corporal punishment is part of their religious training are exempt from that part of the law.

The law and rules are developed to establish minimum requirements. Most parents would like more than minimum care. Child care resource and referral agencies can provide help in choosing quality care. For more information about quality child care, parents can visit the Resources in Child Care website at www.ncchildcare.nc.gov For more information on the law and rules, contact the Division of Child Development and Early Education at 919-527-6335 or 1-800-859-0829; or visit our homepage at www.ncchildcare.nc.gov

This summary shall be posted for the public to view in accordance with GS 110-102



Division of Child Development and Early Education

5 Star Rated License • Prekindergarten • Subsidized Early Education for Kids

Division of Child Development and Early Education NC Department of Health and Human Services 820 South Boylan Avenue Raleigh, NC 27669

Revised March 2016

PRESCRIPTION MEDICINE

Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following options:

- (1) You may come to school and give the medication to your child at the appropriate time(s).
- (2) You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. This form must be completed by the physician for both prescription and over-the-counter drugs. The form must be signed by the doctor and by you, the parent or guardian. Prescription medication(s) must be brought to school in a pharmacy-labeled bottle which contains instructions on how and when the medication is to be given. Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.
- (3) You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours.)
- (4) Self-medication: In accordance with G.S. 115C-375.2 and G.S. 115C-47, students requiring medication for asthma, anaphylactic reactions, or both, and diabetes may self-medicate with physician authorization, parent permission, and a student agreement for self-carried medication.

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/guardian, and the medication has been received in an appropriately labeled container. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.



SAMPLE

INCIDENT REPORT FORM

FOR DCDEE USE ONLY:
 Incident Number: _____
 Date Keyed: _____ Initials: _____

Facility Id# _____ Facility ID Name _____
 Consultant Name _____ Date _____
 Family Child Care Home Child Care Center County Name _____
 Date/Time of Incident _____ Child's Name _____ Sex _____ Age _____
 Witness to Incident _____ Parents Notified By _____ Time Notified _____

Piece of Equipment Involved:

Indoors:	<input type="checkbox"/> Block	<input type="checkbox"/> Furniture	Outdoors:	<input type="checkbox"/> Bench	<input type="checkbox"/> Climber	<input type="checkbox"/> Fence/Wall
<input type="checkbox"/> Cubby	<input type="checkbox"/> Door	<input type="checkbox"/> Floor	<input type="checkbox"/> Composite Play Structure	<input type="checkbox"/> Deck	<input type="checkbox"/> Swing	
<input type="checkbox"/> Medication	<input type="checkbox"/> Toy	<input type="checkbox"/> Other Child	<input type="checkbox"/> Other Child	<input type="checkbox"/> Sandbox	<input type="checkbox"/> Sidewalk	
<input type="checkbox"/> Shelving	<input type="checkbox"/> Sink	<input type="checkbox"/> Walker	<input type="checkbox"/> Slide	<input type="checkbox"/> Surfacing	<input type="checkbox"/> Merry-Go Round	
<input type="checkbox"/> Steps	<input type="checkbox"/> None		<input type="checkbox"/> Toy	<input type="checkbox"/> Other Plygrnd Eqpmnt. _____		
<input type="checkbox"/> Other: _____			<input type="checkbox"/> Vehicle	<input type="checkbox"/> None	<input type="checkbox"/> Other: _____	

Cause of Injury:

Fall from Height Hit By or Bumped Into Object Human Bite Sharp/Piercing Object
 Burn Splinter/Foreign Object Pinched/Caught In Other: _____

Type of Injury:

Dental Injury Cut/Scrape Puncture Bite Bump/Bruise Splinter
 Burn Crush Fracture/Dislocation Sprain/Strain Other: _____

Body Part Injured:

Head Eye Face Mouth Neck Arm Hand/Wrist/Finger Leg
 Abdomen/Trunk/Chest Knee Foot/Ankle Other _____

Where Child Received Treatment:

Clinic Dentist Doctor's Office Hospital/ER Onsite By Health Professional
 Urgent Care Other _____

Description of How and Where Incident Occurred & First Aid Received: _____

Steps Taken to Prevent Reoccurrence _____

Signature of Staff Member _____ Date _____

Signature of Parent/Guardian _____ Date _____

**Anytime a Child Receives Medical Treatment as a Result of an Incident Occurring
 at a Child Care Facility this Report Must be Submitted Within
 7 Calendar Days to your Child Care Consultant**

*Original to Child's File
 Copy to Child Care Consultant
 Enter into Incident Log*

DCDEE-0058 08/2014

Incident Form

Child Name: Age: Sex:

Form Issued by:

Date: Location of Incident: Time of Incident:

Witnesses:

Parents Notified By: Time Notified:

Type of injury:

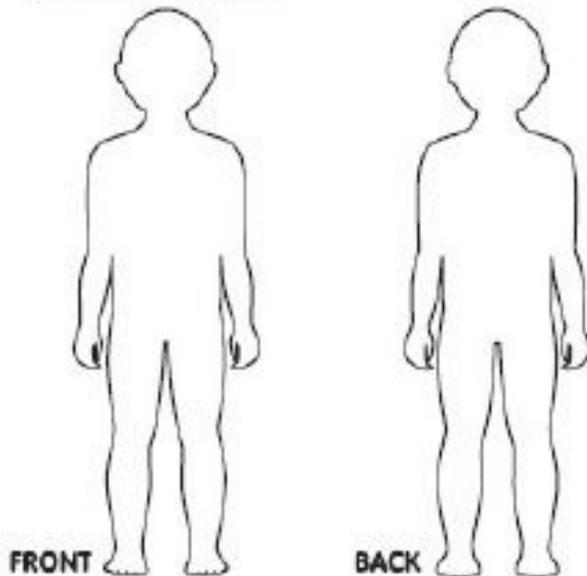
- | | | | |
|--|---|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Cut/Scrape | <input type="checkbox"/> Splinter | <input type="checkbox"/> Eye Injury | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Bump/Bruise | <input type="checkbox"/> Burn | <input type="checkbox"/> Concussion | |
| <input type="checkbox"/> Bite | <input type="checkbox"/> Dental Injury | <input type="checkbox"/> Head Injury | |
| <input type="checkbox"/> Sprain/Strain | <input type="checkbox"/> Fracture/Dislocation | <input type="checkbox"/> Nose Injury | |
| <input type="checkbox"/> Puncture | <input type="checkbox"/> Choking | <input type="checkbox"/> Poisoning | |

Cause of injury:

- | | | |
|---|---|--|
| <input type="checkbox"/> Fall from height | <input type="checkbox"/> Hit by or bumped into object | <input type="checkbox"/> Sharp object |
| <input type="checkbox"/> Climbing | <input type="checkbox"/> Splinter/Foreign object | <input type="checkbox"/> Another child |
| <input type="checkbox"/> Running | <input type="checkbox"/> Pinched/Caught in | <input type="checkbox"/> Other |
| <input type="checkbox"/> Burn | <input type="checkbox"/> Human bite | |

Area of body injured:

Additional Information/Comments:



Incident details including any First Aid administered or further treatment required as a result of the incident:

.....
.....
.....
.....
.....
.....
.....
.....
.....

Parent Signature: Date:

Key Worker Signature: Date:

Manager Signature: (if applicable) Date:



Owie Report

Child's Name _____

Date _____ and time _____ of injury.

How injury occurred: _____

First Aid used: _____

Parent Signature: _____



Owie Report

Child's Name _____

Date _____ and time _____ of injury.

How injury occurred: _____

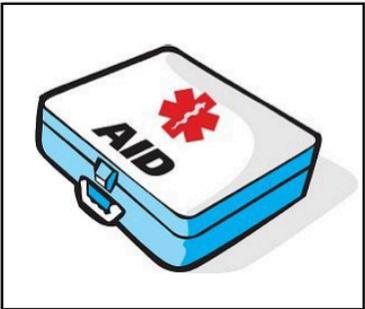
First Aid used: _____

Parent Signature: _____

Accident/Injury Report Form

Name _____

Date _____



What part of the body was injured? _____

How did the injury occur? _____

First Aid treatment provided: _____

Parents were notified by:

Phone

In Person

on _____ and _____.
(date) (time)

Parent Signature _____

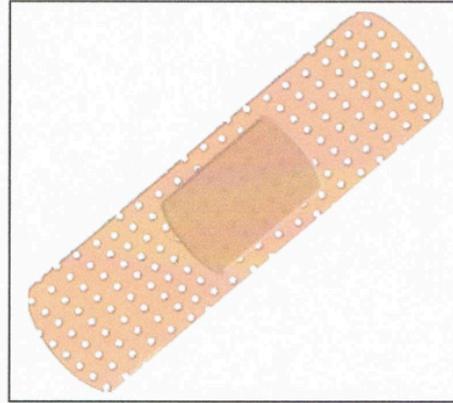
Provider Signature _____

ACCIDENT/INJURY REPORT

Child's Name _____

Date _____

Time of Accident/Injury _____
(am/pm)



Description of what happened _____

Treatment provided _____

I have been informed by my child care provider of the accident/injury involving my child on the above date.

(Parent Signature)

(Date)

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Halloween & Trick-or-Treating

Dear Parents and Guardians,

We encourage children to dress up for Halloween but it is not mandatory. We have several suggestions for parents to consider when planning for these festivities.

- * Please select a costume for your child that is easy to walk in.
- * Pretend/play weapons will not be allowed.
- * Students will not be able to wear masks all day or come to school with complete face paint.
- * If parents are attending any activities, we ask that if they are dressing up that they need to make sure their faces are uncovered and costumes are also not scary.

With your help, we will enjoy a fun and safe holiday with your children. Thanks for your support and involvement.

Thank you,
Shining Stars Staff



My School Family Song

From *It Starts in the Heart* from Conscious Discipline



Chorus

This Is My School Family
This Is My School Family
This Is My School Family

Now Wave to a Friend, Wave to a Friend
(Boom, Boom, Boom)



Repeat Chorus

Shake Hands with a Friend, Shake Hands with a Friend
(boom, boom, boom)
Wave to a Friend, Wave to a Friend
(Boom, Boom, Boom)

Repeat Chorus

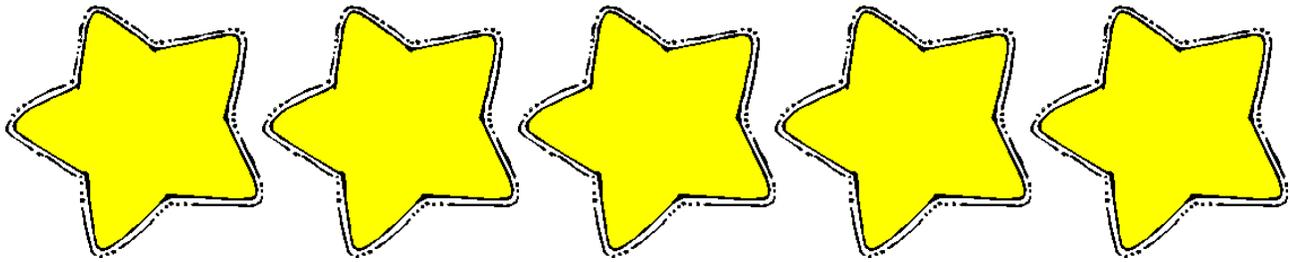
inky Hand with a Friend, Pinky Hand with a Friend
(Boom, Boom, Boom)
Shake Hands with a Friend, Shake Hands with a Friend
(Boom, Boom, Boom)
Wave to a Friend, Wave to a Friend
(Boom, Boom, Boom)



Repeat Chorus

High Five with a Friend, High Five with a Friend
(Boom, Boom, Boom)
Pinky Hand with a Friend, Pinky Hand with a Friend
(Boom, Boom, Boom)
Shake Hands with a Friend, Shake Hands with a Friend
(Boom, Boom, Boom)
Wave to a Friend, Wave to a Friend
(Boom, Boom, Boom)
This is My School Family!





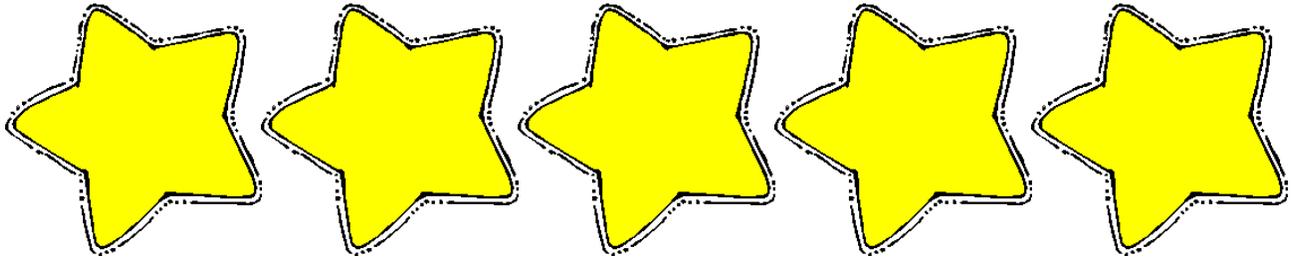
Shining Stars Staff 2019-2020

**Director of Early Years Programs
Mary Schultz**

**mary.schultz@robeson.k12.nc.us
(910) 671-4343
(910) 737-5375 Office
(910) 827-4483 Cell**

**Lead Program/Pembroke Director
Meghan Elizabeth Miller**

**meghan.miller@robeson.k12.nc.us
(910) 521-0559
(910) 522-5451 Office**



Lumberton Shining Stars

Secretary	Sierra Locklear	sierra.locklear@robeson.k12.nc.us	910-737-5376
Bookkeeper	Amy Harris Dial	amy.dial@robeson.k12.nc.us	(910) 737-5377
Parent Trainer - Hispanic Services	Rebeca Cardona	rebeca.cardona@robeson.k12.nc.us	(910) 737-5380
McKinney-Vento Coordinator (Education of Homeless Children and Youth)	Lynn Fuqua	lynn.fuqua@robeson.k12.nc.us	(910) 737-5495
NCPK Coordinator	Selecia Cummings	selecia.locklear@robeson.k12.nc.us	(910) 737-5388
EC Data Manager	Jenny Blackard	jennifer.blackard@robeson.k12.nc.us	(910) 737-5378
Data Manager	Ginger Bullock	ginger.bullock@robeson.k12.nc.us	(910) 272-1408
Social Worker	Patch Biggins-Willoughby	patch.biggins@robeson.k12.nc.us	(910) 737-5385
Social Worker	Adrienne Locklear	adrienne.jude@robeson.k12.nc.us	(910) 737-5385
Cook	Angelon Thompson	angelon.thompson@robeson.k12.nc.us	(910) 737-5379
Maintenance	Annette Lowery	annette.lowery@robeson.k12.nc.us	(910) 671-4343 or (910) 521-0559

Exceptional Children's Diagnostic Prescriptive Staff

Diagnostician	Vicky McKoy	vicky.mckoy@roberson.k12.nc.us	(910) 737-5382
Diagnostician	Karen Deese	karen.deese@roberson.k12.nc.us	(910) 737-5390
Diagnostician	Te'Keyah Bethea	tekeyah.bethea@roberson.k12.nc.us	(910) 522-5457
Diagnostician	Delessie Locklear	delessie.locklear@roberson.k12.nc.us	(910) 737-5493
Speech Pathologist	Amanda Ricardi	amanda.ricardi@roberson.k12.nc.us	(910) 737-5493
Itinerate Teacher	Kathryn Miller	kathryn.miller@roberson.k12.nc.us	(910) 737-5383
Itinerate Teacher	Virginia Hunt	virginia.hunt@roberson.k12.nc.us	(910) 272-3822
Itinerate Teacher Assistant	Connie Oxendine - Hunt	connie.oxendine@roberson.k12.nc.us	(910) 671-3550



Teachers	
Kelly Bochichio	kelly.bochichio@robesson.k12.nc.us
Vickie Locklear	vickie.locklear@robesson.k12.nc.us
Carrie Taylor	carrie.taylor@robesson.k12.nc.us
Nita Locklear	nita.locklear@robesson.k12.nc.us
Lawanda Scott	lawanda.scott@robesson.k12.nc.us
Delisa Locklear	delisa.locklear@robesson.k12.nc.us
Teacher Assistants	
Michelle Garner	mickie.lowery-garner@robesson.k12.nc.us
Teresa Barton	teresa.barton@robesson.k12.nc.us
Bobbi Harrell	bobbi.harrell@robesson.k12.nc.us
Frankie Powell	frankie.powell@robesson.k12.nc.us
Montreal Jones	montreal.jones@robesson.k12.nc.us
Barbara Chavis	barbara.chavis@robesson.k12.nc.us
Hope McIntyre	hope.mcintyre@robesson.k12.nc.us
Angelia Jacobs	angelia.jacobs@robesson.k12.nc.us
Gloria Ann Regan	gloria.regan@robesson.k12.nc.us

Pembroke Shining Stars

Secretary	Tina Lowery	pearl.lowery@robeson.k12.nc.us	(910) 522-5450
Cook	Connie McDougald	connie.mcdougald@robeson.k12.nc.us	(910) 522-5449
Assistant Cook	Barbara Lowry		(910) 522-5449
Maintenance	Annette Lowery	annette.lowery@robeson.k12.nc.us	(910) 671-4343 or (910) 521-0559

Exceptional Children's Diagnostic Prescriptive Staff

Diagnostician	Te'Keyah Bethea	tekeyah.bethea@@robeson.k12.nc.us	(910) 522-5457
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Teachers

Debbie Emanuel	debbie.emanuel@robeson.k12.nc.us
Espadonsa Jacobs	espadonsa.jacobs@robeson.k12.nc.us
Nancy Fletcher	nancy.fletcher@robeson.k12.nc.us
Nelson Freeman	nelson.freeman@robeson.k12.nc.us
Valentina Locklear	valentina.locklear@robeson.k12.nc.us
Vanessa McNair	vanessa.mcnair@robeson.k12.nc.us

Teacher Assistants

Amanda Evans	amanda.evans@robeson.k12.nc.us
Tracy Rothwell	tracyrothwell@robeson.k12.nc.us
Timbrell Revels	timbrell.mcnell@robeson.k12.nc.us
Keisha Greene	keisha.greene@robeson.k12.nc.us

Alison Worriax	alison.worriax@roberson.k12.nc.us
Teresa Casanova	teresa.casanova@roberson.k12.nc.us
Mallory Locklear	mallory.locklear@roberson.k12.nc.us
Tonya Clark	tonya.clark@roberson.k12.nc.us
Betty Hunt	betty.hunt3@roberson.k12.nc.us
Seslie Locklear	seslie.locklear@roberson.k12.nc.us
Zakiyyah Aquill	zakiyyah.aquil@roberson.k12.nc.us
Pamela Brooks Locklear	pamela.brooks@roberson.k12.nc.us
Pamela Oxendine	pamela.oxendine3@roberson.k12.nc.us



Public Schools of Robeson County 2019 - 2020 School Calendar



M	T	W	T	F
August				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

M	T	W	T	F
September				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

M	T	W	T	F
October				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27 W	28	29

December				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February				
3	4	5	6	7
10	11	12	13	14
17 W	18	19	20	21
24	25	26	27	28

March				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
		1	2	3
6	7	8	9	10 W
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

First and Last School Days for Students
August 26, 2019
May 22, 2020

First and Last School Days for Teachers
August 12, 2019
June 5, 2020

End of Nine Weeks Grading Periods
Report cards will go home five working days after the end of each nine weeks.
October 18, 2019
December 20, 2019
March 13, 2020
May 22, 2020

Student Holidays
September 2, 2019
November 11, 2019
November 28—29, 2019
December 23, 2019—January 3, 2020
January 20, 2020
April 13—17, 2020

Calendar Key

- Required Teacher Workdays
- Optional Teacher Workdays
- Holidays
- Annual Leave Day
- End of the Nine Weeks
- W** Weather Makeup Days

Board Approved April 9, 2019

Shining Stars Important Dates

(Dates Are Subject to Change)

Date	Event	Time
August 22, 2019	Open House	2:00pm-6:00pm
August 26, 2019	Staggered Pre-K Students	
September 3, 2019	Labor Day	No School
September 3, 2019	1 st Day of School for Pre-K Students Full Day	8:00am
September 9, 2019	Transportation Begins	
September 9, 2019	EC Services Begin	
September 23-24, 2019	Lumberton Fall Pictures	
September 26-27, 2019	Pembroke Fall Pictures	
October 1, 2019	All Physicals Due	
October 7-11, 2019	Fire Prevention Week	
October 16, 2019	Muffins for Mom	8:30am
October 16, 2019	Wear Pink for Breast Cancer Awareness	
October 21, 2019	Teacher Workday	No School
October 21-25, 2019	Red Ribbon Week	
October 23, 2019	UNITY DAY: Together against bullying	
October 31, 2019	Halloween	

November 1, 2019	Fall Festival	6:00pm-8:00pm
November 3, 2019	Daylight Savings Ends	
November 11, 2019	Veterans Day	No School
November 13, 2019	Donuts for Dad	8:30am
November 27, 2019	Teacher Workday	
November 28-29, 2019	Thanksgiving Break	No School
December 5, 2019	Polar Express Movie Day	
December 12, 2019	Lumberton's Holiday Extravaganza	10:00am
December 13, 2019	Pembroke's Holiday Extravaganza	10:00am
December 23, 2019 - January 3, 2020	Winter Break	No School
January 6-7, 2020	Teacher Workday	No School
January 8, 2020	Students Return	
January 20, 2020	Martin Luther King Day	No School
February 2, 2020	Groundhogs Day	
February 6, 2020	100 Days of School	
February 14, 2020	Valentine's Day	
February 17, 2020	Teacher Workday	No School
February 19, 2020	Muffins for Mom	8:30am
March 2, 2020	Dr. Seuss' Birthday	

March 2-6, 2020	Read Across America Week	
March 8, 2020	Daylight Savings Starts	
March 17, 2020	St. Patrick's Day	
March 16, 2019	Teacher Workday	No School
March 18, 2020	Donuts for Dad	8:30am
March 20, 2020	World Down Syndrome Day Wear Funky Fun Socks or Blue and Yellow	
March 26, 2020	Trike-a-Thon	10am Pembroke Gym
March 31, 2020- April 1, 2020	Pembroke Spring Pictures & Cap & Gown Pictures	
April 2, 2020	Autism Awareness Day Wear Blue	
April 3, 2020	Pinwheels for Prevention	
April 10, 2020	Teacher Workday	No School
April 13-17, 2020	Spring Break	No School
April 20-24, 2020	Week of the Young Child	
April 22, 2020	Earth Day	
April 24, 2020	Pembroke Fun Day	Pembroke Park 9:00am
April 27- May 1, 2020	Teacher Appreciation Week	
May 1, 2020	Pembroke Fun Day Rain Date	Pembroke Park 9:00am
May 8, 2020	Lumberton Fun Day	Pembroke Park 9:00am
May 15, 2020	Lumberton Fun Day Rain Date	Pembroke Park 9:00am

May 27, 2020	Memorial Day	No School
May 20, 2020	Lumberton Graduation	10:00am RCC
May 21, 2020	Pembroke Graduation	10:00am School Gym
May 22, 2020	Last Day of EC Services	
May 22, 2020	Last Day of School	



**Public Schools of Robeson County
2019-2020
K-12 Character Education Word of the Week**

Character education: positive traits are developed, encouraged, and reinforced through example, study (history and biography of the great and good) and practice (emulation of what has been observed and learned)		
September 15th- October 15th is National Hispanic Heritage Month.		
August 26, 2019	Leadership	The action of leading a group of people or an organization
September 2, 2019	Virtue	Behavior showing high moral standards
September 9, 2019	Justice	The quality of being fair and reasonable
September 16, 2019	Principle	A rule or belief governing one's personal behavior
September 23, 2019	Dedication	Committed to a task or purpose
September 30-October 4, 2019	Fairness	Impartial and just treatment
Respect for others		
October is Bullying Prevention Month.		
October 7, 2019	Democracy	Control of a government through elected representatives
October 14, 2019	Liberty	A right or a privilege
October 21, 2019	Courage	Doing something despite fear
October 28-November 1, 2019	Duty	An action that someone is required to do
November is Native American Heritage Month.		
November 4, 2019	Selflessness	More concern with others' needs than one's own
November 11, 2019	Honor	Adherence to what is right
November 18-27, 2019	Empathy	The ability to understand and share the feelings of another
December is National Celebration Month.		
December 2, 2019	Patriotism	Devotion and support for one's country
December 9, 2019	Loyalty	Faithful to a person, organization, or country
December 16, 2019	Service	Willingness to give and share unselfishly time and talents
January is National Health Month.		
January 6, 2020	Self-Control	Controlling actions and emotions

January 13, 2020	Truthfulness	Being honest and sincere
January 20, 2020	Conservation	Using materials in a resourceful manner
January 27, 2020	Frugal	Being economical or thrifty
February is Black History and Presidents' Month.		
Respect for Self		
February 3, 2020	Motivation	The desire to move towards a goal
February 10, 2020	Self-Respect	Pride and belief in oneself and in achievement of one's potential
February 17, 2020	Fortitude	Demonstrating endurance
February 24, 2020	Consideration	Thoughtfulness and sensitivity towards others
March is Women's History, National Reading, and Arts Month.		
March 2, 2020	Equality	Being equal in status, rights, and opportunities
March 9, 2020	Sympathy	Feelings of sorrow for others' misfortune
March 16, 2020	Achievement	Something done successfully through effort, courage, or skill
March 23, 2020	Collaboration	Working with others to produce or create something
March 30-April 3, 2020	Responsibility	Demonstrating accountability for oneself or others
April is National Library and National Mathematics Month.		
April 6, 2020	Compliance	Doing what is requested or required
April 20, 2020	Wisdom	Using good judgment to make decisions
April 27-May 1, 2020	Reliable	Being trustworthy
May is National Physical Fitness Month.		
May 4, 2020	Capable	The power or ability to do something
May 11, 2020	Efficacy	The ability to produce a desired or intended result
May 18, 2020	Respect	Appreciation for the importance of and efforts of others

Resources (including lesson plan ideas, posters, scenarios, etc.:
<http://character.org/more-resources/11-principles/>
<http://characterfirsteducation.com/c/curriculum.php>
<https://talkingtreebooks.com/character-education-lesson-plans.html>

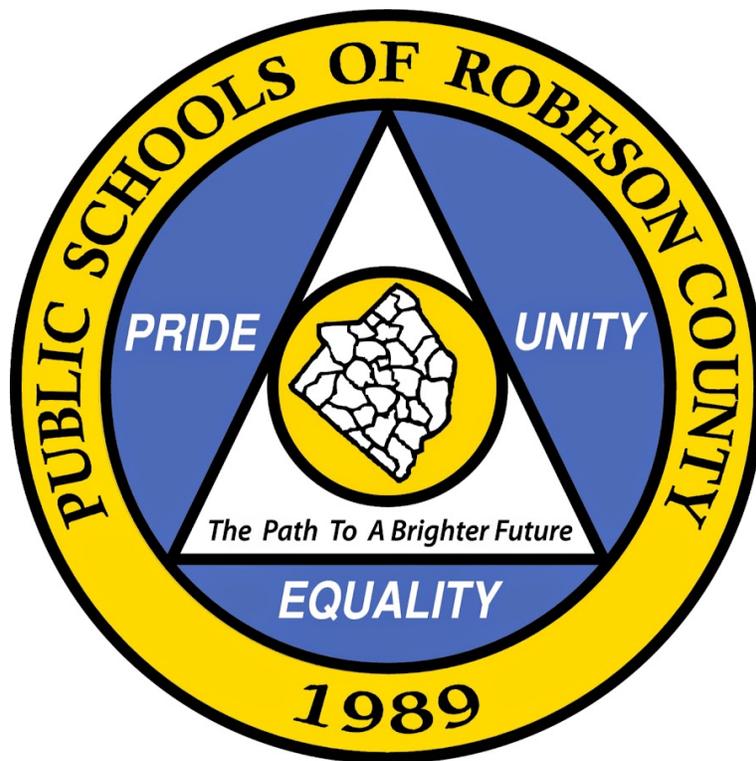
Reach for the STARS

But remember...
The brightest light will
always be within
You!

So Reach High,
Dream Big,
SHINE ON!

Public Schools of Robeson County

Forms & Documents



Shining Stars Preschool

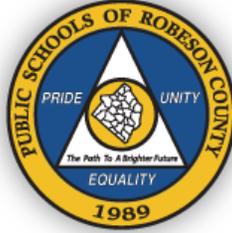
"Educating the Whole Child"

430 Caton Rd.
Lumberton, NC 28358
(910) 671-4343
Fax: (910) 671-4345

818 W. 3rd St.
Pembroke, NC 28372
(910) 521-0559
Fax: (910) 521-1784

Memo to: Parents
From: Mary Schultz, Director of Early Years' Programs
Date: 8/19
Re: Pest Control

Shining Stars uses ORKIN Pest Control for all pest control needs required by the child care facility. ORKIN serves the child care facility once a month or on a call basis. Only approved pest control is used and ORKIN follows all Public School of Robeson County pest control requirements and requirements under the Department of Health and Human Services/Division of Child Development. Approval is also in effect from the Child and Adult Care Food Program.



Annual Notification of Pest Management Program

Dear Parent, Guardian, or Staff Member:

The Public Schools of Robeson County (PSRC) has adopted an Integrated Pest Management (IPM) Policy for managing insect and animal intruders at our schools. IPM is a holistic, preventive approach to managing such pests. IPM minimizes pesticide use in our schools and on school grounds. For the past few years the Public Schools of Robeson County has concentrated on removing pest habitats from schools rather than using pesticides for pest control inside schools. Today **NO "Non Exempt" pesticides as discussed below are used by the IPM Staff inside PSRC schools. Instead, we use "green" products and procedures and traps for pest control. The IPM Coordinator for our school district is:**

Name: Mr. Kenneth Campbell

Title: Environmental Supervisor and Plumber II

Phone number (910) 827-0114

Email Address: Kenneth.campbell@robeson.k12.nc.us

Mailing Address: Environmental Management and Plumbing Department; PO Drawer 2909; Lumberton, NC 28359-2909

The School System IPM Coordinator maintains a file of product labels (Labels) and Safety Data Sheets (SDS's) of each insect and animal control product that the IPM Staff stocks for its use in or on a school property. The Labels and the SDS's are available for review upon request by a parent, guardian, staff member, or student attending the school. The IPM Coordinator welcomes your inquiries and is available to help answer any questions you might have about the school system's IPM Program and that Program's pesticide use decisions.

Notification of Pesticide Use: On occasion our IPM staff may find it necessary to use "Non Exempt" pesticides to control outdoor insect pests at your school or at another school system site such as a maintenance shop. North Carolina state law gives you the right to be notified: (1) annually of our IPM Program's pesticide application schedule or system for scheduling applications of "Non Exempt" pesticides, and (2) 72 hours in advance, provide you notice of IPM pesticide applications made outside any schedule, but this latter only if you request notification ahead of time using the "Request for Notification" form that accompanies this letter. Please remember that if you request any advance notice be made to you via US Postal Service, it is possible the Postal Service may not deliver your notice within 72 hours of our timely mailing such notice. Notice requests asking for delivery via email require correct and/or current email addresses in order for any emailed notice to be timely delivered.

Exemptions: The same law that mandates notification also exempts certain relatively low-risk pesticide usages from its notification requirements. The relatively low risk "Exempt From Notice" pesticides include antimicrobial cleansers, disinfectants, self-contained baits, crack-and-crevice treatments, and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA's Toxicity Class IV ("relatively nontoxic"). Your right to be notified extends to Non-Exempt IPM pesticide applications at your school or other non-school site (office building, garage, workshop, etc.). Your right includes both indoor and outdoor pesticide applications and includes applications that take place over summer recess, holidays, weekends, or after school hours. Because the relatively low risk "Exempt From Notice" pesticides are all that the IPM staff uses inside PSRC school buildings, any Non-Exempt pesticides used by the IPM Program are only used outside. This means notices you may receive under your request will relate to outdoor insect control. Such insects include wasps, hornets, and fire ants.

Emergency Pesticide Use: In the event that a Non-Exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency pesticide application less than 72 hours before, or as soon as possible after the pesticide application.

To request advance notification of non-exempt pesticide applications at your school or other site, please sign, date, and return the enclosed form to the PSRC IPM Coordinator at the above-listed address. Persons wishing to receive pesticide use notification for multiple school sites can list up to 5 sites on each form. If you want to request notifications as described in this letter, you will need to submit a new copy of the accompanying form each year. You will also need to submit a form again every time you wish to update or change your preferred contact information. Such update requests are made to the same IPM Coordinator



Policy Code: 5020 Visitors to the Schools

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools:

- 1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators. Social visitations generally are not permitted.**
- 2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities**
- 3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.**

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

- 1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.**
- 2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Alcoholic Beverages; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited**

3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. UNAUTHORIZED, DISRUPTIVE OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, -159.13; -208.18; 115C-523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted: July 12, 2011



Policy Code: 5022 Registered Sex Offenders

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of any sexually violent offense or any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system.

B. PERSONS PROHIBITED FROM SCHOOL PROPERTY

The superintendent or designee shall consult with the board attorney and create and maintain a list of the criminal offenses that subject a person to the requirements of section A above.

C. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event. School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

D. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

- a. **Students**
Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.
- b. **Voters**

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

c. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location and length of meeting.

E. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Adopted: July 12, 2011

Procedures for Multi-Hazard Crisis Plan

Shining Stars Preschool
2019-2020

Sites: Pembroke Shining Stars and Lumberton Shining Stars

1. Emergency Phone Numbers - posted at designated phones (see attached)

Lumberton - Front Office

Kitchen

Teacher's Office

Staff handbook

Pembroke - Front Office

Director's Office

Mobile Units

Conference Room

Library

Hallway

2. Parameters (see attached)

- A. Crisis Plan Team
- B. Identification of each event
- C. Personnel authorized to transmit code
- D. Team member to inform Central Office
- E. Central Office contract
- F. CPR Response Team

3. List of Each Crisis

a. LOCKDOWN - Hostage, Attack, Disturbance & Accident

- 1. Crisis
- 2. School Response
- 3. Emergency Communication - 911

I am _____ calling for the principal of _____, we have an emergency situation.

We have.....

(Share any available information - number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.) (Stay on line until authorities arrive to update)

- 4. Crisis Plan Team Response
- 5. Notify Central Office Designee

b. LOCKDOWN - Intruder on Campus

- a. Teacher Checklist
 - a. If away from classroom, go to nearest classroom
 - b. Clear students from the hallway
 - c. Close and lock all windows and doors
 - d. Move students away from windows and doors

- e. Seat students against an interior wall
- f. Turn off lights
- g. Account for students
- h. Display RED and GREEN cards

1. Red Card

- a. Emergency Assistance Needed
- b. Display on exterior window
- c. Display on door or window
- d. Verbal Command, "Code _____"
- e. Verbal Response, "Code Red"

2. Green Card

- 1. Everyone is safe
- 2. Display on exterior window
- 3. Display on door or window
- 4. Verbal command, "Code _____"
- 5. Verbal Response, Code Green"

3. No Card Displayed

- D. Intruder is in your classroom
- E. Verbal Command, "Code _____"
- F. Verbal Response, Code Blue"

C. LOCKDOWN - Illness, Injury, Catastrophic Accident/Disturbance Near Campus & Suicide Threat

- 1. Crisis
- 2. School Response
- 3. Emergency Communication
I am _____ calling for the principal of _____, we have an emergency situation. We have.....
(Share any available information - number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.) (Stay on line until authorities arrive to update)
- 4. Crisis Plan Team Response
- 5. Notify Central Office Designee
- 6. Contact Contracted Crisis Team if Applicable

1. EVACUATION - Fire, Gas Leak

- A. Crisis
- B. School Response
- C. Emergency Communication - 911
I am _____ calling for the principal of _____, we have an emergency situation. We have.....
(Share any available information - number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.) (Stay on line until authorities arrive to update)
- D. Crisis Plan Team Response
- E. Notify Central Office Designee

2. SEVERE WEATHER

- 1. Crisis**
- 2. School Response**
- 3. Emergency Communication - 911**

I am _____ calling for the principal of _____, we have an emergency situation.

We have.....

(Share any available information - number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.) (Stay on line until authorities arrive to update)

- 4. Crisis Plan Team Response**
- 5. Notify Central Office Designee**

3. BOMB THREAT

- 1. Crisis**
- 2. School Response**

Students and personnel evacuate building. Relocate to staging area after 10 minutes. Do not use electronic or electrical devices.

- 3. Emergency Communication - 911**

I am _____ calling for the principal of _____, we have an emergency situation.

We have.....

(Share any available information - number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.) (Stay on line until authorities arrive to update)

- 4. Crisis Plan Team Response**
- 5. Notify Central Office Designee**

4. HALL MAPS OF EACH BUILDING

- 1. Copy in Crisis Plan**
- 2. Visible in every classroom**



Internet & Media Acceptable Use Policy Agreement

I have read the Rules and Regulations regarding the Acceptable Use Policy for Internet and Media in the Public School of Robeson County and I understand that this access is designed for educational purposes only. I also recognize that it is impossible to restrict access to all inappropriate materials. However, I accept full responsibility for my compliance with the above Rules and Regulations and hereby agree to abide and ensure that my child is also in compliance. I further understand that any violation will result in loss of access privileges and is also subject to student behavior guidelines of the Public Schools of Robeson County, and local, state, and federal laws.

Please return this card to your child's teacher and keep the Internet & Media Acceptable Use Policy brochure for your records.

I hereby grant permission for my child for each of the areas.

PLEASE CIRCLE:

- YES NO** I hereby give permission for my son/daughter to have Internet access privileges.
- YES NO** I hereby give permission for my son/daughter to have electronic mail privileges for collaboration within the class and any approved electronic pen-pal programs.
- YES NO** I hereby give permission for my son/daughter's work samples to be posted on the Public Schools of Robeson County's website. All work submitted by students for posting will be listed by first name and/or teacher and grade.

Parent Name (Print) Phone

Parent Signature Date

Student Name (Print) Grade

Student Signature Date

Homeroom Teacher



Internet & Media Acceptable Use Policy Agreement

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Please return this card to your child's teacher and keep the Internet & Media Acceptable Use Policy brochure for your records.

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- YES NO** I hereby give permission for my son/daughter's work samples to be posted on the Public Schools of Robeson County's website. All work submitted by students for posting will be listed by first name and/or teacher and grade.

Parent Name (Print) Phone

Parent Signature Date

Student Name (Print) Grade

Student Signature Date

Homeroom Teacher

✂ cut along dotted line ✂

The following clause was removed from the Internet & Media Acceptable Use Policy Agreement:

PLEASE CIRCLE:

YES	NO	I hereby grant permission for my son/daughter's picture and/or video/audio to be taken for use within the school, school/website, or local newspaper. I understand that no student last names will be listed with pictures/video on the Internet.
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Individual schools will now print this statement in their Student/Parent Handbooks:

Pictures and/or Videos of Students of the Public Schools of Robeson County

In the event that you do not want a photo of your child and/or a video of your child taken on a school bus, on school grounds, in school buildings, at school activities, or school sporting events, released without your prior consent, you must so notify your school's principal, in writing, no later than the end of the 10th school day after the beginning of school, not counting intermediate weekends or holidays. If you do not object to the release of your child's photo and/or a video of your child that is taken on a school bus, on school grounds, in school buildings, at school activities, or at school sporting events by the school, no action is necessary.

Public Schools of Robeson County Military Connected Students Data Collection Form

This data collection is being conducted in compliance with NC General Statute 115C-288(m).

Student Name: _____ School Name: _____

Is the student considered military-connected as defined in the note below? Yes No

(Note: A military-connected student enrolled in a local school administrative unit who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guards, or National-NC G.S. 115C-12 (18)(f).

If you answered "NO" to the above question, please submit this form to your student's school. If you answered "YES" to the question, please provide information below and submit this form to your student's school.

Military-Connected Relative #1

Relationship to Student _____ Branch of Service _____

Status (i.e. Active Duty, National Guard, Reserves, Retired Military, Disabled Veteran, Federal Civil Service Employee, Veteran, Foreign Military, Active Reserve/Guard, Deceased, Deceased-Killed in Action)

Grade (i.e. E 1-9, O 1-10, W 1-5, Federal Civil Service) _____

Installation (last installation assigned to or most recent one) _____

Unit/Squadron Assignment _____

Military-Connected Relative #2

Relationship to Student _____ Branch of Service _____

Status (i.e. Active Duty, National Guard, Reserves, Retired Military, Disabled Veteran, Federal Civil Service Employee, Veteran, Foreign Military, Active Reserve/Guard, Deceased, Deceased-Killed in Action)

Grade (i.e. E 1-9, O 1-10, W 1-5, Federal Civil Service) _____

Installation (last installation assigned to or most recent one) _____

Unit/Squadron Assignment _____

- Please contact your students' school if another form is needed.
- If you have concerns over what is being collected, please direct them to Doug Taggart at doug.taggart@dpi.nc.gov, 919-807-3346.

Thank you!

Shining Stars Preschool

"Educating the Whole Child"

430 Caton Rd.
Lumberton, NC 28358
(910) 671-4343
Fax: (910) 671-4345

818 W. 3rd St.
Pembroke, NC 28372
(910) 521-0559
Fax: (910) 521-1784

Dear Parent, Guardian, or Staff Member:

This notice is provided to you with information regarding the Asbestos Hazard Emergency Response Act (AHERA) Management Plan for the Public Schools of Robeson County. AHERA is a provision of the Toxic Substance Control Act and was passed by Congress in 1986. It requires schools to "ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress as well as the availability of the AHERA Management Plan for public review." (§763.84(c))

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the AHERA is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities. Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos. Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- The District contacts, consults, and can contract with a consultant for asbestos management.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed as required. Also, the buildings are re-inspected by an accredited inspector as required.
- In the past year the District conducted the following asbestos removal activities: None
- Contractors shall contact the director of maintenance or environmental management supervisor before commencing work.

Our goal at the District is to be in full compliance with asbestos regulations. A copy of the Asbestos Management Plan is available for review by contacting the District office. The AHERA Management Plan contains documents of the initial AHERA inspection, periodic Surveillances, re-inspections, employee training and Operations and Maintenance procedures. It also contains each PSRC school that includes the location, condition and type of asbestos containing materials, re-inspection data and recommendations for response actions and programmatic information. Questions related to this plan or any other asbestos concerns should be directed to the District's designated person, Mr. Jackie Locklear.

WHAT IS ASBESTOS?

"Asbestos" is the name given to a naturally occurring group of minerals composed of tiny, easily inhaled fibers. Because of its many useful characteristics, including fire and heat resistance, asbestos has been used since the mid 1800's in the manufacture of some 3,000 different products. Common products include floor tile, linoleum, cement siding, roofing, pipe insulation, sprayed-on fireproofing, and decorative ceiling treatments.

In many products, such as vinyl floor tile and siding, asbestos is combined with a binding material so that it is not readily released into the air. However, if the materials are sanded or crushed, asbestos-containing dusts may become airborne and have the potential to be inhaled. The asbestos fibers may then enter the lungs where they tend to stay because of their shape. Asbestos fibers can cause lung cancer and other lung disease that may not appear until many years after exposure.



Annual Asbestos Notification

Dear Parent, Guardian, or Staff Member:

This notice is provided to you with information regarding the Asbestos Hazard Emergency Response Act (AHERA) Management Plan for the Public Schools of Robeson County. AHERA is a provision of the Toxic Substance Control Act and was passed by Congress in 1986. It requires schools to "ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress as well as the availability of the AHERA Management Plan for public review." (§763.84(c))

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials that contain asbestos. Included in the AHERA is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities. Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos. Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- The District contacts, consults, and can contract with a consultant for asbestos management.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed as required. Also, the buildings are re-inspected by an accredited inspector as required.
- In the past year the District conducted the following asbestos removal activities: None
- Contractors shall contact the director of maintenance or environmental management supervisor before commencing work.

Our goal at the District is to be in full compliance with asbestos regulations. A copy of the Asbestos Management Plan is available for review by contacting the District office. The AHERA Management Plan contains documents of the initial AHERA inspection, periodic Surveillances, re-inspections, employee training and Operations and Maintenance procedures. It also contains each PSRC school that includes the location, condition and type of asbestos containing materials, re-inspection data and recommendations for response actions and programmatic information. Questions related to this plan or any other asbestos concerns should be directed to the District's designated person, Mr. Kenneth Campbell.

WHAT IS ASBESTOS?

"Asbestos" is the name given to a naturally occurring group of minerals composed of tiny, easily inhaled fibers. Because of its many useful characteristics, including fire and heat resistance, asbestos has been used since the mid 1800's in the manufacture of some 3,000 different products. Common products include floor tile, linoleum, cement siding, roofing, pipe insulation, sprayed-on fireproofing, and decorative ceiling treatments.

In many products, such as vinyl floor tile and siding, asbestos is combined with a binding material so that it is not readily released into the air. However, if the materials are sanded or crushed, asbestos-containing dusts may become airborne and have the potential to be inhaled. The asbestos fibers may then enter the lungs where they tend to stay because of their shape. Asbestos fibers can cause lung cancer and other lung disease that may not appear until many years after exposure.



Policy Code: 1740/4010 Student and Parent Grievance Procedure

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been

misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, **Discrimination, Harassment and Bullying Complaint Procedure.**

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.

b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied

by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the written grievance within five days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state

regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.

2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.

2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

4) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 et seq.

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

Adopted: November 9, 2010 Revised: August 9, 2011

Robeson County



Policy Code: 3515 Religion in the Schools

The United States Constitution and North Carolina Constitution protect the right of an individual to choose his or her own religious or non-religious beliefs and prohibit any governmental action that may advance or inhibit such beliefs. This policy is intended to protect the religious rights of students and school personnel, to preserve the separation of church and state, and to provide guidance to students and personnel about religion in the public schools.

Notwithstanding any information that may inadvertently still appear in policy, the board of education, administration and staff recognize the First Amendment rights of students and staff. It is the policy of the board of education not to prevent, or otherwise deny participation in, constitutionally protected prayer in the system's schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution. This policy supersedes any other board policy that is inconsistent with it.

CONSTITUTIONAL STANDARD FOR RELIGIOUS ACTIVITIES

In order to ensure that the school system upholds constitutional standards within the religiously neutral role assigned to public schools, school personnel should review the following issues for each school-sponsored observance, program, instructional activity, or other activity involving religious content, ceremony or celebration:

1. the *purpose* of the activity and whether the purpose is secular in nature;
2. the *primary effect* of the activity and whether the activity either advances or inhibits religion;
3. whether the activity involves an *excessive entanglement* with a religion or religious group or between the schools and a religious organization;
4. whether the school system's action constitutes *endorsement* of religion or a religious activity; and
5. whether the activity *coerces* students to participate in a religious activity.

If the activity is considered inconsistent with constitutional requirements based upon the standards above and any other applicable legal standards, the activity will not be permitted in the school system. Questions concerning the constitutionality of activities should be forwarded to the superintendent and board attorney for clarification.

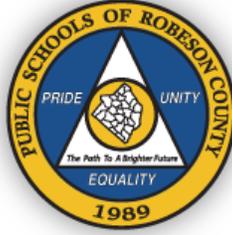
The superintendent shall draft administrative regulations to implement this policy.

Legal References: U.S. Const. amend. I; Equal Access Act, 20 U.S.C. 4071-4074; N.C. Const. art. I, §14; G.S. 115C-36, -47

Cross References: Board Attorney (policy 2610), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Religious-Based Exemptions from School Programs (policy 3510)

Adopted: May 10, 2011

Robeson County



Policy Code: 1750/7220 Grievance Procedure for Employees

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

A. INFORMAL RESOLUTION

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

B. DEFINITIONS

1. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday-Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;
- b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or
- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

"Parties in interest" refers to the grievant and the person against whom the grievance is filed.

C. TIMELINESS OF PROCESS

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process. At the option of the grievant, the beginning of the time limits herein may be postponed until the beginning of the next school year for a grievance arising after May 1.

D. GENERAL REQUIREMENTS

- 1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.**
- 2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.**
- 3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.**
- 4. All meetings and hearings conducted pursuant to this policy will be private.**
- 5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.**
- 6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.**
- 7. The employee may have one representative, such as an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.**
- 8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.**

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.

c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the associate superintendent for administration and personnel (or to the superintendent if the grievant's supervisor is the associate superintendent for administration and personnel). The person receiving the grievance hereinafter will be referred to as "official."

2. Response by Official

a. The official shall arrange for a grievance file number to be assigned by the human resource office.

b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.

c. A meeting will take place at a mutually agreed-upon time within 10 days after receipt of the grievance.

d. The official shall conduct any investigation of the facts necessary before rendering a decision.

e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within 10 days of receipt of the official's response.

b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within 10 days of the receipt of the appeal.

c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.

4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection

E.4.a. Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.

2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.

2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. Notwithstanding the provisions of policy 2500, the board may choose to review discretionary appeals on the record only, without allowing oral presentations.

4) The board will provide a final written decision within 30 days of the decision to grant a hearing unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500)

Adopted: November 9, 2010

Robeson County



Policy Code: 1710/4021/7230 Prohibition Against Discrimination, Harassment and Bullying

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment, and Bullying

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies, and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, and bullying by students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;

2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

a. Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:

1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;

2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or

3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents, and employees of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school, and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall appoint one or more individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The superintendent or designee shall publish the name(s), office address(es), and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents, and other individuals who participate in the school system's programs are aware of the coordinator(s).

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq., 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 et seq., 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq., 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil

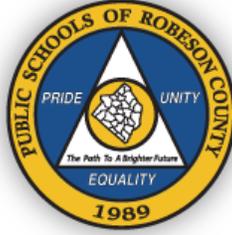
Rights (1994); Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter*, U.S. Department of Education, Office for Civil Rights, (October 26, 2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter*, U.S. Department of Education, Office for Civil Rights, (April 4, 2011) available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>; *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy HRS-A-007

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: November 9, 2010

Revised: August 12, 2014

Robeson County



Policy Code: 1720/4015/7225 Discrimination, Harassment and Bullying Complaint Procedure

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday-Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows.

1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.

2) If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.

3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.

4) If the alleged perpetrator is the assistant superintendent of human resources, the superintendent or designee is the investigator.

5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)

6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)

b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.

c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.

d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.

e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.

b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.

c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA or other coordinator.

b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:

1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;

2) as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and

3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).

d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.

4. Appeal of Investigative Report

a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless

the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.

4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.

5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq., 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 et seq., 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq., 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions: Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18; State Board of Education Policy HRS-A-007

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Assaults, Threats and Harassment (policy 4331)

Adopted: November 9, 2010

Revised: August 12, 2014

Robeson County

THE PUBLIC SCHOOLS OF ROBESON COUNTY FIELD TRIP INFORMATION

THE PUBLIC SCHOOLS OF ROBESON COUNTY FIELD TRIP INFORMATION

SCHOOL:		
DATE:		
INFORMATION FOR ALL FIELD TRIPS		
1.	Organization and sponsor(s) planning trip:	
2.	Date(s) of trip:	
3.	Destination(s):	
4.	Educational value(s):	
5.	Name(s) of teacher(s) accompanying students:	
6.	Name(s) of other chaperone(s) accompanying students:	
7.	Number of students going:	Boys Girls
8.	Grade level(s) of students:	
9.	Arrangements for meal(s):	students will:
	<input type="checkbox"/> Provide bag lunch	<input type="checkbox"/> Eat at cafeteria/restaurant
	<input type="checkbox"/> Eat at "Fast Food Place"	
	\$ Approximate cost per meal	
10.	Arrangements for transportation:	
	Private vehicle(s) driven by _____	
	School-owned vehicle(s) driven by licensed chauffeur(s): _____	
	Commercial carrier: _____	Bus: _____ Other: _____
	Cost of transportation per student: _____	
	Time of departure _____	from: _____
	Approximate time of return _____	return _____ -ret to: _____

PUBLIC SCHOOLS OF ROBESON COUNTY REPORT OF ACCIDENT OR INJURY

School: _____ Date: _____

Student's Name: _____

Teacher: _____

Location of accident: _____

Nature of accident/injury: _____

Time of accident: _____

What was the injured child/student doing at the time of the accident? (Person completing report should provide as much detail as possible. Attach additional documents if necessary)

Accident Reported By: _____

Witnesses: _____

Describe the supervision present at the time of the accident: _____

Was the parent/guardian contacted about this accident/injury?

Yes ___ No ___ Time _____

Name of Parent / Guardian: _____

Address: _____

Teacher's Signature: _____ Date: _____

Principal's Signature _____ Date: _____

A copy must be kept on file in the principal's office for future reference

INCIDENT REPORT

Directions: Complete the following with as much information that *is* available and forward to the Central Office as per direction in memo.

School:____ Date of Report:_____

Date of Incident: _____ Original report: Yes _____ No

If "No" this is a follow-up- to original report of _____
Date

Description of Incident:

Descriptions of Person(s) involved:

Were Law Enforcement Officials notified? Yes _____ No _____ if yes,

What agency? _____

Were parents or guardians of student(s) notified? Yes ___ No ___

Description of Disciplinary Action taken as of this date:

Additional pertinent information:

Completed by: _____ Title: _____

A copy of the report must be kept in the Principal's Office for future reference.

Extended Trips

1. Detailed itinerary (dates, times, places for various activities):
Attach copy of itinerary.

2. Describe type of supervision planned for student during "free time".

3. Five mode(s) of transportation to be used while at destination (bus, Private vehicles, taxi, subway, etc.)

4. Name places of lodging and location on specific dates. Include information on security and quality of lodging arrangements:

5. Financial arrangements for proposed trip:

a. Total anticipated cost: \$ _____

b. Cost per student: \$ _____

c. Cost per parent/teacher/chaperon: \$ _____

d. Describe funding process: (sales, donations, assessments, etc.):

e. Describe process for generating funds for students unable to pay:

6. Is a field trip form on file for each participant? _____ Yes _____ No

7.

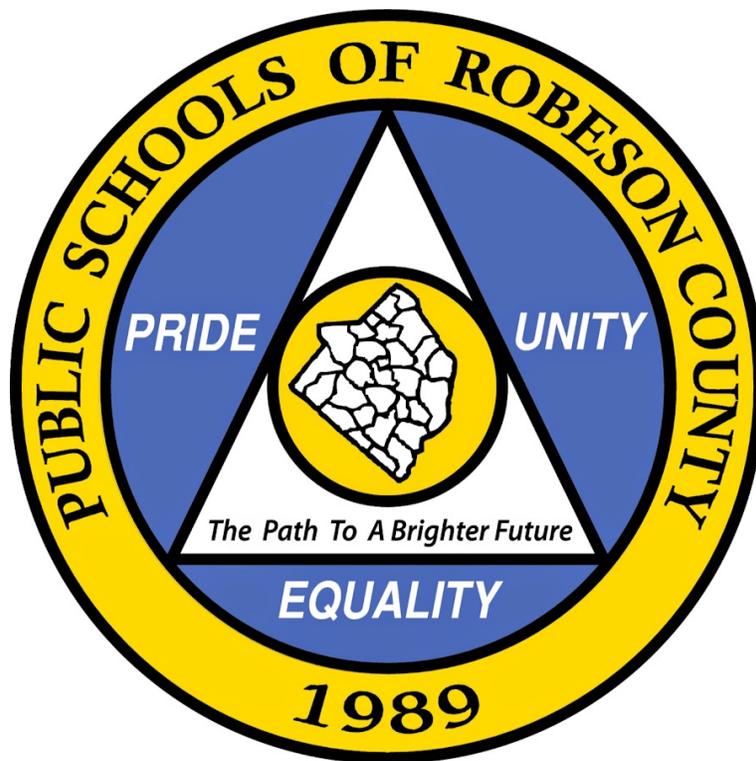
Principal Approval

Superintendent's Approval

Teacher's Name _____

Public Schools of Robeson County

Forms & Documents School Health Services



Public Schools of Robeson County

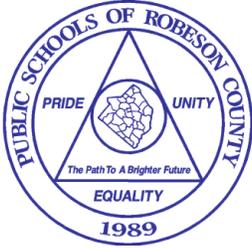
Post Office Drawer 2909

Lumberton, North Carolina 28359

(910) 671-6000

Fax (910) 671-6024

Office of the Superintendent



Dear Parent(s)/Guardian(s),

The purpose of this letter is to provide information about when to keep your child home from school. Although it may seem obvious, children should not go to school when they're contagious to others, when they have a fever, or when they're too sick to learn. Childhood illnesses are spread easily when children are in close contact in the school setting.

How do you know if your child is contagious? Colds are a bit tricky, since your child can pass it to others before symptoms appear, such as cough, running nose, and sneezing. The contagious period for a cold only lasts about three to four days into the illness. Similarly, people infected with the flu are contagious from a day before they feel sick until their symptoms have resolved. For children, the contagious period for the flu is 1 day before symptoms appear, such as high fever, sore throat, coughing, and body aches.

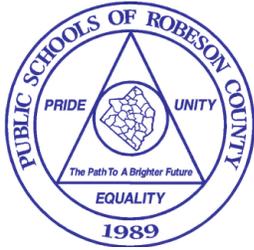
Most schools will send a child home if they think he or she is showing symptoms of the following conditions:

- Fever
- Strep throat
- Vomiting and/or diarrhea
- Skin and eye infections
- Parasitic infections such as lice or scabies

You can help your kids stay healthy by teaching them these rules:

- Don't share food or drinks.
- Don't share clothing.
- Throw away used tissues.
- Wash hands frequently with soap and water.

If you are unsure or have questions about whether your child is well enough to go to school, please contact your school nurse.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Dear Parents/Guardians:

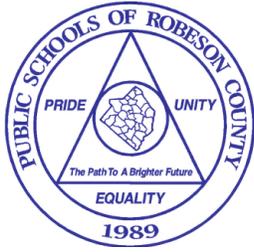
Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following options:

- (1) You may come to school and give the medication to your child at the appropriate time(s)**
- (2) You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. This form must be completed by the physician for both prescription and over-the-counter drugs. The form must be signed by the doctor and by you, the parent or guardian. Medication(s) must be brought to school by the parent/guardian in a pharmacy-labeled bottle which contains instructions on how and when the medication is to be given. The medication must be "signed in" at school by the parent/guardian. Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.**
- (3) You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours.)**
- (4) Self-medication: In accordance with NCGS §115C-375.2 and G.S. 115C-375.3, students requiring medication for asthma, anaphylactic reactions, or both, and diabetes, may self-medicate with physician authorization, parent permission, and a student agreement for self-carried medication.**

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/guardian, and the medication has been received in an appropriately labeled container. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.

If you have questions about the policy, or other issues related to the administration of medication in the schools, please contact the school nurse.

Thank you for your cooperation.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Estimado padre:

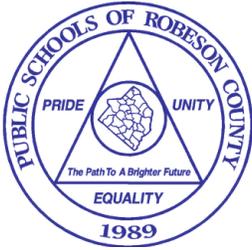
Nuestra escuela tiene políticas establecidas para asegurar la administración, sin riesgo alguno, de medicamentos a estudiantes durante el día escolar. Si su hijo(a) debe tomar medicamentos de cualquier tipo durante las horas escolares, incluyendo medicinas compradas sin receta médica, usted tiene las siguientes opciones:

- (1) Usted puede venir a la escuela y darle el medicamento a su hijo(a) a la hora apropiada.**
- (2) Usted puede solicitarle a la enfermera o secretaria de la escuela una copia de la solicitud de medicamento. Lleve la solicitud al doctor de su hijo(a) y pídale que complete la solicitud especificando por escrito los medicamentos que se necesitan, la dosis y el número de veces al día que se debe suministrar el/los medicamento(s). Esta solicitud deberá ser completada por el doctor para medicamentos con o sin receta médica. Los medicamentos con receta médica deberán ser traídos a la escuela en el frasco etiquetado por la farmacia que contiene las instrucciones sobre cómo y cuándo se debe administrar el medicamento. Los medicamentos comprados sin receta médica deben ser recibidos en el empaque original y serán administrados de acuerdo a las instrucciones escritas por el médico.**
- (3) Usted puede hablar con su doctor sobre un horario alternativo para la administración de los medicamentos (por ejemplo, fuera de horario escolar)**
- (4) Automedicación: De acuerdo con la ley de Carolina del Norte G.S. §115C-375.2 y G.S. 115C-375.3, los estudiantes que requieren medicamentos contra el asma, reacciones alérgicas graves (término médico, Anafilaxis) y diabetes pueden automedicarse con autorización del médico, permiso del padre y con un contrato de tenencia de medicamentos entre la escuela y el estudiante.**

El personal de la escuela no administrará ningún medicamento a estudiantes a menos que hayan recibido la solicitud médica debidamente completada y firmada por el doctor y el padre o encargado (tutor) y el medicamento haya sido recibido en el empaque debidamente etiquetado. Haciendo justicia con aquellos que administran el medicamento y para proteger la seguridad de su hijo(a), no se concederán excepciones a esta política.

Si tiene preguntas sobre esta política o sobre otros asuntos relacionados con la administración de medicamentos en las escuelas, por favor contacte a la enfermera de la escuela.

Gracias por su cooperación.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

TO: Principals

FROM Jennifer Freeman, Assistant Superintendent
Ms. Stephaine Locklear, Health Services Supervisor

RE: First Aid/CPR/AED Training

DATE: July 02, 2019

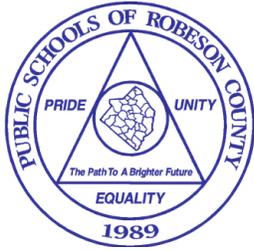
For the safety of students, certified "first responders" should be available to administer CPR and emergency first aid if needed at school. Refer to Board Policy code: 4235/6130 Illness or Injury of a Student at School. Please designate first responders for your school and arrange for training.

First Aid/CPR/AED (Automated External Defibrillator) Certification classes for designated school staff may be scheduled by contacting Mr. Eric Freeman, Robeson Community College EMS Director at 910-272-3316. All classes will be held on the RCC campus in the Allied Health Building. As a courtesy to the staff and faculty of Allied Health please make sure staff adheres to assigned date of training.

Legislation (G.S. 115D-5b) provides for this training to be provided free of charge for any school employee. *There is a \$4 charge for CPR/AED pocket card and \$19.00 charge for First Aid card and student workbook.*

If you have questions, please contact Stephaine Locklear at 910-241-9200.

Thank you.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

TO: PSRC Elementary and Middle School Teachers/Staff

**FROM: Jennifer Freeman, Assistant Superintendent
Stephaine Locklear, Health Services Supervisor**

RE: School Health Services Bulletin 2019-2020

Date: July 02, 2019

Confidentiality:

Your students' privacy is not just a right; it is a federal law. Teachers/Staff have a legal responsibility to keep student medical/health information confidential. Medical/health information should only be discussed on a need to know basis.

Required Annual Health Status Update Procedure:

Objective: Health information will be obtained annually in order to meet students' health care needs during school hours.

- Each school will distribute the Required Annual Health Status forms to students at the beginning of each school year.
- Teachers will collect and review each form returned. Forms that indicate health problems should be photocopied and the copies forwarded to the school nurse for management of the student's health care needs.
- Within the first 30 days of school, teachers will file all original forms in the students' cumulative folders and discard forms from the previous year.
- A Health Status Update form should be completed (in school office at time of enrollment) for all new students enrolled throughout the school year and copies forwarded to the school nurse that indicate health problems.

Care of School Children with Diabetes:

Current legislation requires that all school personnel who work directly with students must be informed in the management of diabetes. Teachers and other appropriate staff must complete annual diabetes awareness training by September 30th of each year. To access online training, go to PSRC homepage, "Departments", "Health Services", and "Diabetes Training." After reviewing the online power point presentation, print and complete the posttest and submit it to the school nurse. NOTE: The power point presentation must be opened as a slide show (full screen) in order to open the post-test from the last slide.

Emergency Supply of Epinephrine Auto Injectors on School Property

As of November 1, 2014, local boards of education are required to supply emergency epinephrine auto-injectors on school property for use by trained school personnel to provide emergency medical aid to persons suffering from an anaphylactic reaction during the school day and at school sponsored events. An online training for all school staff has been added to PSRC homepage. To access online training, go to PSRC homepage, "Departments", "Health Services", and "Emergency Epinephrine Training." After reviewing the online power point presentation, print and complete the posttest and submit it to the school nurse.

Administering Medication:

According to North Carolina G.S. 115C-307 and PSRC Board Policy, a "Request for Medication Administration in School" form must be signed by the doctor and the parent before a student can receive medication at school. This includes prescription as well as

over-the-counter medications (i.e., Tylenol, Neosporin, etc.) Staff members who have been designated by the principal and trained by the school nurse may only administer medications.

Immunizations:

North Carolina Immunization law G.S. 130A-155 states that no child shall be allowed to attend a school unless a certificate of immunization, indicating that the child has received the immunizations required by G.S. 130A-152, is presented to school.

Homeroom teachers should verify students' immunization status as follows:

- Within the cumulative folder, locate the Permanent Health Record (salmon colored card or folder).
- Verify that the record is stamped "Immunizations Complete" and that immunization dates are documented with School Nurse signature. If not, contact the school nurse immediately.
- The school nurse will check all kindergarten and first grade records during the first 30 days of school.

Health Screenings:

- The School Nurse in conjunction with the Robeson County Health Department will coordinate dental screenings for students in kindergarten and fifth grade.
- The school nurse for all 1st, 3rd and 5th grade students will conduct mass vision screenings during the month of October.
- Mass hearing screenings will be conducted by the school nurse for 1st, 3rd, 5th as well as 2nd and 4th grade EC students during the month of October.

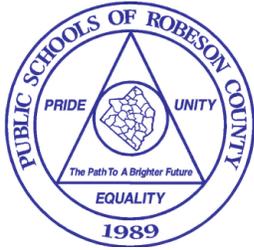
Teachers will be notified of dates for dental, vision, and hearing screenings to provide sufficient time for assistance in pulling students' health records.

Health Referrals:

Please use the attached form (make copies) to make student referrals. Send the completed form along with the student to see the school nurse or place it in the nurse's mailbox.

BLOODBORNE PATHOGENS:

All employees are required to participate in annual Bloodborne Pathogens initial or refresher training. School nurses will schedule refresher training in conjunction with the principal. To access online training, go to PSRC homepage, "Departments", "Health Services", and "Online Bloodborne Pathogens Training." After reviewing the online power point presentation, print and complete the posttest and submit it to the school nurse.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

TO: Principals

FROM: Jennifer Freeman, Assistant Superintendent

Stephaine Locklear, Health Services Supervisor

RE: Required Annual Health Status Update Form

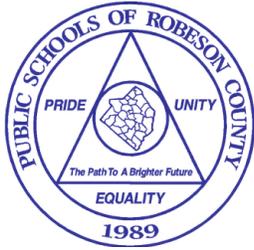
Date: July 02, 2019

Attached is the current "Public Schools of Robeson County Required Annual Health Status Update Form" that must be sent home with every student at the beginning of the school year. The English and Spanish versions are attached. Schools are responsible for making their own copies. The form was revised to include an opportunity for parents to request information on free/reduced health insurance. School nurses will provide this information to parents upon request.

Also attached is the procedure for collecting forms from students at the beginning of the school year and anytime a new student enrolls. Please share the procedure with homeroom teachers.

Please call Stephaine Locklear at 910-671-6000 with any questions.

Thank you.



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

School Name: _____
 School Fax: _____

Request for Medication Administration in School

To Be Completed by Physician (One medication per form)

Student _____ DOB _____ School _____
 Medication _____ Dosage _____
 Purpose of Medication _____
 Time(s) Medication is to be given _____
 Administration Dates: Begin _____ Stop _____
 Significant information (include side effects, toxic reactions, omission reactions, contraindications):

If an emergency occurs during the school day or if the student becomes ill, school officials are to:

- a. _____ Contact me at my office _____ Telephone _____
- b. _____ Take child immediately to the emergency room at _____
- c. _____ Other _____

Please check one of the following: _____ Bus Rider _____ Car Rider _____ Before/After-School Care

FOR SELF-ADMINISTRATION - Please complete this section:

YES _____ NO _____ Student has demonstrated understanding of and ability to self-administer asthma medication, diabetes medication, or medicine for anaphylactic reactions and may carry and self-administer as prescribed.
 _____ MDI (*Metered Dose Inhaler) _____ *MDI with spacer _____ Epi-pen _____ Insulin
 *Parent/guardian must provide an extra inhaler to be kept at school in case of emergency.

A written statement, treatment plan and written emergency protocol developed by the student's health care provider must accompany this authorization form in accordance with requirements stated in G.S. 115C-375.2

Student must have a self-medication treatment contract (to be completed at school).

All medication for use at school will be furnished by parent or guardian in a container properly labeled by a pharmacist with identifying information, (e.g., name of child, medication dispensed, dosage prescribed, and the time it is to be given or taken).

 Physician's Signature Date Telephone

 Physician's Address

PARENT'S PERMISSION

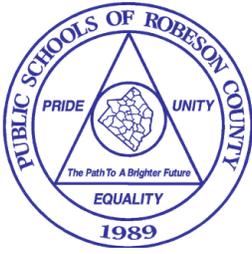
I hereby give my permission for my child (named above) to receive medication during school hours. A licensed physician has prescribed this medication. I hereby release the School Board and their agents and employees from all liability that may result from my child taking the prescribed medication. This consent is good for the school year, unless revoked.

 Parent/Guardian Signature Phone Number(s) Date

Approved by: _____
 Principal's Signature Date

Reviewed by: _____
 School Nurse's Signature Date

Revised 07/18



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

School Name: _____
School Fax: _____

Request for Medication Administration in School
Spanish version (see parent consent at bottom)

To Be Completed by Physician (One medication per form)

Student _____ DOB _____ School _____
Medication _____ Dosage _____
Purpose of Medication _____
Time(s) Medication is to be given _____
Administration Dates: Begin _____ Stop _____
Significant information (include side effects, toxic reactions, omission reactions, contraindications):

If an emergency situation occurs during the school day or if the student becomes ill, school officials are to:

- a. _____ Contact me at my office _____ Telephone _____
- b. _____ Take child immediately to the emergency room at _____
- c. _____ Other _____

Please check one of the following: _____ Bus Rider _____ Car Rider _____ Before/After-School Care

FOR SELF-ADMINISTRATION - Please complete this section:

YES _____ NO _____ Student has demonstrated understanding of and ability to self-administer asthma medication, diabetes medication, or medicine for anaphylactic reactions and may carry and self-administer as prescribed.
_____ MDI (*Metered Dose Inhaler) _____ *MDI with spacer _____ Epi-pen _____ Insulin
*Parent/guardian must provide an extra inhaler to be kept at school in case of emergency.

A written statement, treatment plan and written emergency protocol developed by the student's health care provider must accompany this authorization form in accordance with requirements stated in G.S. 115C-375.2

Student must have a self-medication treatment contract (to be completed at school).

All medication for use at school will be furnished by parent or guardian in a container properly labeled by a pharmacist with identifying information, (e.g. name of child, medication dispensed, dosage prescribed, and the time it is to be given or taken).

Physician's Signature _____
Date

PARENT'S PERMISSION

Yo, por medio de la presente, doy permiso a mi hijo(a) (nombrado anteriormente) para recibir medicamentos durante el horario escolar. Este medicamento fue recetado por un médico autorizado. Yo, por medio de la presente, libero de toda responsabilidad a la Junta de Educación, a sus representantes y empleados de la administración del medicamento recetado. Este consentimiento está vigente por este año escolar, a menos que sea revocado.

Parent/Guardian Signature _____
Phone Number(s) _____
Date

Approved by: _____
Principal's Signature _____
Date

Reviewed by: _____
School Nurse's Signature _____
Date _____

(Revised 7/19)

Public Schools of Robeson County

Required Annual Health Status Update Form

School Year _____

Dear Parent/Guardian:

In order to plan for your child's health care needs during school hours we need current health information.
Please complete and return to your child's teacher as soon as possible.
Your child's health information may be shared with school staff as needed.

Student	School	Grade/Teacher
Birth Date	Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Parent/Guardian/Emergency Contacts	Relationship	Phone
Call 1st		Home: _____ Cell: _____
		Work: _____
Call 2nd		Home: _____ Cell: _____
		Work: _____

Student's doctor/healthcare provider: _____

Phone: _____

Student's dentist: _____

Phone: _____

Does your child have any type of healthcare insurance (Medicaid, Health Choice, Private, etc)? Yes No

If answered no to previous question, would you like more information on free/reduced health insurance? Yes No

INDICATE IF STUDENT HAS BEEN DIAGNOSED BY A LICENSED HEALTHCARE PROVIDER WITH ANY OF THE FOLLOWING:

Health Condition	Yes	No	Explanation if "Yes"
Severe Allergies (that require emergency medical intervention)	<input type="checkbox"/>	<input type="checkbox"/>	Check type of allergy(s) that apply: <input type="checkbox"/> Medication <input type="checkbox"/> Food <input type="checkbox"/> Bees/Insects <input type="checkbox"/> Other
			Identify specific allergy(s):
			Does your child require an Epipen? <input type="checkbox"/> Yes <input type="checkbox"/> No
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	Date of last asthma attack:
			Medication for asthma:
			Does your child need this medicine at school? <input type="checkbox"/> Yes <input type="checkbox"/> No
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Type 1 (Insulin Dependent) <input type="checkbox"/> Type 2 (Oral medication) or <input type="checkbox"/> Prediabetes
			Medication for diabetes:
			Does your child need this medicine at school? <input type="checkbox"/> Yes <input type="checkbox"/> No
Seizure Disorder	<input type="checkbox"/>	<input type="checkbox"/>	Date of last seizure:
			Medication for seizures:
			Does your child need this medicine at school? <input type="checkbox"/> Yes <input type="checkbox"/> No
Heart Condition	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____ Treatment: _____
Hemophilia/Bleeding Disorder	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____ Treatment: _____
Sickle Cell Anemia	<input type="checkbox"/>	<input type="checkbox"/>	Treatment: _____
Bowel/Bladder Issues	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____
Migraine Headaches	<input type="checkbox"/>	<input type="checkbox"/>	Triggers: _____ Treatment: _____
Bone/Muscle Problems	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____ Activity Restrictions: _____
Concussion	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____ Activity Restrictions: _____ Date of last concussion: _____

Mental Health/Behavioral Issues ADD/ADHD	<input type="checkbox"/>	<input type="checkbox"/>	Specify: Treatment/Medication:
Wears Glasses/Contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Glasses <input type="checkbox"/> Contacts → <input type="checkbox"/> For Distance <input type="checkbox"/> For Reading
Hearing Loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hearing Loss Right Ear <input type="checkbox"/> Hearing Loss Left Ear Does your child wear a hearing aid(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No
Other Serious Illness or Injury	<input type="checkbox"/>	<input type="checkbox"/>	Specify: _____ Date of Onset: _____
Medication (Prescription or OTC) taken on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	List (if not already listed above):

***Please contact the school nurse of any change(s) in medication and/or health status of your child. If your child needs medication at school, a medication form must be completed and signed by the parent and child's doctor.
Please request a medication form from your child's school office.**

Parent/Guardian Signature

Printed Name

Date

Rev. 07/2018

Usa lentes// Contactos	<input type="checkbox"/>	<input type="checkbox"/>	Lentes / Contactos → <input type="checkbox"/> Para distancia <input type="checkbox"/> Para leer
Perdida del oído	<input type="checkbox"/>	<input type="checkbox"/>	Perdida del sonido en el oído derecho <input type="checkbox"/>
			Perdida del sonido en el oído izquierdo
			¿Su hijo(a) usa una prótesis de oído? <input type="checkbox"/> si <input type="checkbox"/> no
Otras enfermedades de cuidado	<input type="checkbox"/>	<input type="checkbox"/>	Especifique: Fecha de inicio:
Lesión Seria	<input type="checkbox"/>	<input type="checkbox"/>	Especifique: Fechas(s):
Medicamento (prescripción u OTC) taken on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	Anote (si no ha sido antes mencionado):

* Por favor contacte a la enfermera de la escuela si hay algún cambio en el medicamento y/o del estado de salud de su hijo(a). Si su hijo(a) necesita el medicamento en escuela, se debe llenar el formulario de administración y ser firmado por el doctor del(a) niño(a). Solicite por favor un formulario para la administración de medicamen en la oficina de la escuela.

Firma del Padre/Guardian

Fecha

Nombre en letra de molde

Rev. 7/2018

Is Your Child Ready?



Dear Parent/Guardian:

Our records indicate you have a child about to enter kindergarten. We wanted to take this opportunity to remind you that your child must meet North Carolina immunization requirements for school entry. Below is a basic guide of the immunizations required for school entry.

VACCINE	Number of Doses	VACCINE	Number of Doses
DTaP (diphtheria, tetanus and acellular pertussis)	5 doses	Rubella	1 dose
Polio	4 doses	Hib (haemophilus influenzae type B)	3-4 doses
Measles	2 doses	Hepatitis B (Hep B)	3 doses
Mumps	2 doses	Varicella (chickenpox)	2 doses
Pneumococcal Conjugate	4 doses		

Please contact your health care provider or local health department to schedule an appointment to receive the vaccines your child may be missing.

You must provide proof of your child's immunizations on the first day of school. Acceptable proof of vaccination is a copy of your child's Certificate of Immunization.

For more information about the vaccines required for school entry please visit www.immunize.nc.gov.

Sincerely,



NC DEPARTMENT OF
HEALTH AND
HUMAN SERVICES
Division of Public Health



Guidance for Completing the Medical Statement for Students with Unique Mealtime Needs for School Meals

PART A - PARENT/GUARDIAN

The *Medical Statement for Students with Unique Mealtime Needs for School Meals* helps schools provide meal modifications for students who require them. Schools cannot change food textures, make food substitutions, or alter a student's diet at school without proper documentation from the healthcare providers. Completion of all items will allow your child's school to create a plan with you for providing safe, appropriate meals and snacks to your child while at school.

Your participation in this process is very important. The sooner you provide this signed and completed form to your child's school, the sooner the School Nutrition Program and their staff can prepare the food your child needs. Your signature is required for your school to take action on the Medical Statement.

Follow these steps to get started:

- 1) Complete all sections of PART A of the Medical Statement.
- 2) Take the Medical Statement to your child's pediatrician or family doctor/nurse practitioner/physician's assistant and have him/her complete PART B.
- 3) **RETURN THE FULLY COMPLETED MEDICAL STATEMENT WITH SIGNATURES FROM BOTH PARENT/GUARDIAN AND MEDICAL AUTHORITY, YOUR CHILD'S TEACHER, PRINCIPAL, NURSE, SPECIAL EDUCATION CASE MANAGER, OR SECTION 504 CASE MANAGER, SCHOOL NUTRITION ADMINISTRATOR, OR THE SCHOOL STAFF PERSON WHO GAVE YOU THE BLANK FORM.**
- 4) Ask the school when a team, including you, the school system's School Nutrition Administrator and others, will meet to consider the information provided on the form. You may also invite people from the community who are knowledgeable about your child's feeding and nutrition issues to the meeting. These would be people who could help school staff design a school mealtime plan for your child, like your child's pediatrician, nurse, speech-language pathologist, occupational therapist, registered dietitian or personal care aide.

PART B - RECOGNIZED MEDICAL AUTHORITIES

(Licensed physician, physician assistant, and nurse practitioner)

A Recognized Medical Authority's signature is *required* for students with a disability. Schools cannot change food textures, make food substitutions, or alter a student's diet at school without proper documentation from the healthcare providers. Meal modifications are implemented based on medical assessment and treatment planning and *must be ordered by a recognized medical authority*.

Please consider the following as you complete PART B of the Medical Statement:

- 1) Complete all sections of PART B. Completion of all items will streamline efficient care of the student at school.
- 2) Be as specific as possible about the nature of the student's physical or mental impairment, its impact on the student's diet and major life activities that are affected. In the case of food allergy, please indicate if the student's condition is a food intolerance, an allergy that would affect performance and participation at school (e.g., severe rash, swelling, and discomfort), or a life-threatening allergy (e.g., anaphylactic shock).
- 3) If your assessment of the child does not yield sufficient data to make a determination about food substitutions, consistency modifications, or other dietary restrictions, please refer the child/family to the appropriate health care professional for completion of the assessment. Schools do not routinely have instrumentation and/or staff trained for a comprehensive nutrition and feeding assessment and must partner with community providers to meet a student's unique feeding and nutrition needs.
- 4) Attach any previous and/or existing feeding/nutrition evaluations, care plans, or other pertinent documentation housed in the student's medical records to the Medical Statement for parent/guardian delivery to the school.
- 5) Consider being available to consult with the student's mealtime planning team as it implements the feeding/nutrition care plan.

PART C - SCHOOL NUTRITION ADMINISTRATOR and IEP/504 REPRESENTATIVE

Please consider the following as you complete PART C of the Medical Statement:

Signature of the School Nutrition Administrator and 504 Coordinator or IEP Case Manager/EC Program representative indicates the medical statement has been received, reviewed, and a plan to address the student's unique mealtime needs is being developed/implemented.

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

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

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

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

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Medical Statement for Students with Unique Mealtime Needs for School Meals

When completed fully, this form gives schools the information required by the U.S. Department of Agriculture (USDA), U.S. Office for Civil Rights (OCR), and U.S. Office of Special Education and Rehabilitative Services (OSERS) for meal modifications at school. See *"Guidance for Completing Medical Statement for Students with Unique Mealtime Needs for School Meals"* (previous page) for help in completing this form.

PART A (To be completed by PARENT/GUARDIAN)				
STUDENT INFORMATION	Last Name:	First Name:	Middle Name:	Date of Birth
	School:		Grade	Student ID#
SELECT the school-provided meals and/or snacks in which this student will participate:	<input type="checkbox"/> School Breakfast Program <input type="checkbox"/> National School Lunch Program <input type="checkbox"/> Afterschool Snack Program <input type="checkbox"/> Afterschool Supper Program <input type="checkbox"/> Fresh Fruit & Vegetable Program			
PARENT/GUARDIAN CONTACT INFORMATION	Printed Name of PARENT/GUARDIAN:			
	Mailing Address:		City:	State:
	Work Phone:	Home Phone:	Mobile Phone:	Email:
Please describe the concerns you have about your student's nutritional needs at school:				
Please describe the concerns you have about your student's ability to safely participate in mealtime at school?				
Does the student already have an Individualized Education Program (IEP)? <input type="checkbox"/> YES <input type="checkbox"/> NO			NOTE: Unique mealtime needs for students without an IEP, 504 or disability, but with general health concerns, are addressed within the meal pattern at the discretion of the School Nutrition Administrator and polleles of the school district.	
Does the student already have a 504 Plan? <input type="checkbox"/> YES <input type="checkbox"/> NO				
PARENT/GUARDIAN Consent	I agree to allow my child's health care provider and school personnel to communicate as needed regarding the information on this form.			
	Parent/Guardian Signature		Date	
Please return this fully completed Medical Statement with signatures from both parent/guardian and medical authority, to your child's teacher, principal, nurse, Special Education case manager, or Section 504 case manager, School Nutrition Administrator, or the school staff person who gave you the blank form.				

STUDENT NAME:

STUDENT ID#:

PART B (To be completed by a RECOGNIZED MEDICAL AUTHORITY, i.e., Licensed physicians, physician assistants, and nurse practitioners)

Describe the student's physical or mental impairment:

Explain how the impairment restricts the student's diet:

Major life activities affected:
Select all that apply.

-
- Walking
-
- Seeing
-
- Hearing
-
- Speaking
-
- Performing manual tasks
-
-
- Learning
-
- Breathing
-
- Self-Care
-
- Eating/Digestion

 Other (please specify):

Is this a Food Allergy?

 YES NO

If student has life threatening allergies* check appropriate box(es):

**Students with life threatening food allergies must have an emergency action plan in place at school.*

Is this a Food Intolerance?

 YES NO Ingestion Contact Inhalation

Specify any dietary restrictions or special diet instructions for accommodating this student in school meals:

Allergy Intolerance Specification: (If needed a separate care plan can be attached)

Allergy Intolerance Substitutions: (If needed a separate care plan can be attached)

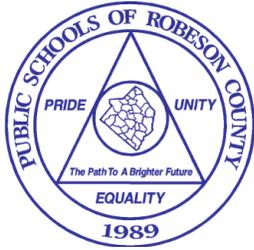
Soy: soy sauce only recipes/food products with any soy listed as an ingredient Soy Bean OilSeafood: Shellfish Fish Other _____Nuts: All Peanuts Tree NutsWheat: recipes/food products with any wheat listed as an ingredient all foods containing wheat
 Gluten :includes wheat, oat, barley, rye Other _____Dairy: Cheese Ice Cream Yogurt Fluid Milk recipes/foods with dairy listed as an ingredientEggs: whole eggs recipes/food with eggs listed as an ingredient.Fruits: Melons Any recipe/foods with fruit listed as an ingredient Other : _____Sauces: Hickory Maple Other _____

Other:

Designate safest consistency requirement for FOOD:			Designate safest consistency requirement for LIQUIDS:		
<input type="checkbox"/> Pureed	<input type="checkbox"/> Mechanical Soft	<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Clear Liquid	<input type="checkbox"/> Nectar-thick	<input type="checkbox"/> Other (please specify):
<input type="checkbox"/> Ground	<input type="checkbox"/> Chopped		<input type="checkbox"/> Full Liquid	<input type="checkbox"/> Honey-thick	
<input type="checkbox"/> Bite size ¼	<input type="checkbox"/> Bite size ½			<input type="checkbox"/> Pudding-thick	
Other comments about the child's eating or feeding patterns, including tube feeding if applicable:				*NOTE* If your assessment of the child does not yield sufficient data to fully complete the above sections applicable to the student's mealtime needs, please refer the child/family to the appropriate health care professional for completion of the assessment.	

Signature of Recognized Medical Authority*	Printed Name	Phone Number ()	Date
<i>* A recognized medical authority in N.C. includes licensed physicians, physician assistants and nurse practitioners.</i>			

PART C (To be completed by SCHOOL DISTRICT ADMINISTRATORS)	NOTES: (School Nutrition or other School Program staff)
School Nutrition Administrator's Signature: _____ Date: _____	
IEP/504 Coordinator Signature: _____ Date: _____	



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

Garrett's Law

NCGS §115C-375.4 mandates that at the beginning of every school year, local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis, influenza, Human Papilloma Virus (HPV) and their vaccines.

This important information is available online for parents/guardians at <http://www.robeson.k12.nc.us/Garrett>. A paper copy of this information may be obtained by contacting the school nurse or the school office.

Health Screening Programs

The Public Schools of Robeson County Health Services Program provides vision and hearing screening programs to help with early identification and correction of vision and hearing problems so that student learning potential is maximized. School nurses for students in grades 1, 3 and 5 conduct distance visual acuity screening annually. In addition, screening is completed on students who demonstrate possible vision problems, are being evaluated for the Exceptional Children's Program (near and distance acuity), or are referred by teachers. School nurses for students in grades 1, 3 and 5 conduct hearing screening annually. Additional screenings are conducted on students who demonstrate possible hearing problems, those who are being evaluated for the Exceptional Children's Program or are referred by teachers. The school nurse notifies parents/guardians if the screening results are outside the normal range.

A Public Health Dental Hygienist with the North Carolina Dental Health Section conducts dental screenings annually for students in qualified grade levels.

Parent Notification of North Carolina Immunization Law

This is to inform parents/guardians of the requirements of NCGS §130A-155 (NC Immunization Law). This statute states that no child shall be allowed to attend a school (pre K-12) unless a certificate of immunization, indicating that the child has received the immunizations required by NCGS §130A-152, is presented to the school. If a certificate is not presented on the first day of attendance, the parent/guardian shall have 30 calendar days from the first day of attendance to obtain the required immunization for the child. At the termination of those 30 calendar days, the

principal shall not permit the child to attend school unless the required certificate of immunization has been obtained or the child is exempt from the required immunizations.

North Carolina Health Assessment Transmittal Form

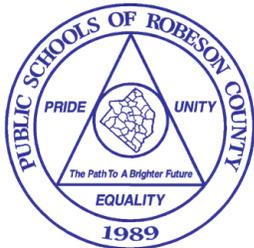
All children entering North Carolina Public Schools for the first time must present a Health Assessment Transmittal Form within 30 calendar days of the child's first day of attendance. The only form acceptable is the Health Assessment Transmittal Form created by the Division of Public Health and the Department of Public Instruction pursuant to House Bill 13.

<https://www2.ncdhhs.gov/dph/wch/doc/aboutus/HAFORM2016Revised-062917.pdf>

All North Carolina public and public charter schools are required annually to report on the status of Health Assessments for those students who are enrolling for the first time in a North Carolina public or public charter school (§ 130A-441(c)), and the Immunization status of all students in Kindergarten and in Seventh Grade (G.S. 130A-155(c)). Students are required to be compliant with regulations within 30 calendar days of school admission. Reporting is mandated within 60 calendar days after commencement of the new school year.

Source: Health Services (for inclusion in Student Handbooks annually)

Revised July 2, 2019



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

Date _____

Dear Parent:

Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following options:

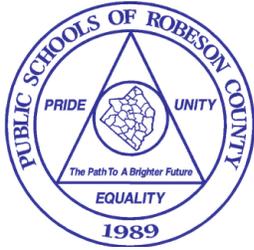
- (1) You may come to school and give the medication to your child at the appropriate time(s)
- (2) You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. The physician for both prescription and over-the-counter drugs must complete this form. The form must be signed by the doctor and by you, the parent or guardian. Medication(s) must be brought to school by the parent/guardian in a pharmacy-labeled bottle, which contains instructions on how and when the medication is to be given. The medication must be "signed in" at school by the parent/guardian.
- (3) Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.
- (4) You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours.)
- (5) Self-medication: In accordance with *NCCS §115C-375.2* and *G.S. 115C-375.3*, students requiring medication for asthma, anaphylactic reactions, or both, and diabetes, may self-medicate with physician authorization, parent permission, and a student agreement for self-carried medication.

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/guardian, and the medication has been received in an appropriately labeled container. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.

If you have questions about the policy, or other issues related to the administration of medication in the schools, please contact the school nurse.

Thank you for your cooperation.

(Revised 7-18)



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

Fecha _____

Estimado padre:

Nuestra escuela tiene políticas establecidas para asegurar la administración, sin riesgo alguno, de medicamentos a estudiantes durante el día escolar. Si su hijo(a) debe tomar medicamentos de cualquier tipo durante las horas escolares, incluyendo medicinas compradas sin receta médica, usted tiene las siguientes opciones:

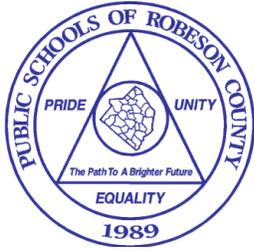
- (1) Usted puede venir a la escuela y darle el medicamento a su hijo(a) a la hora apropiada.
- (2) Usted puede solicitarle a la enfermera o secretaria de la escuela una copia de la solicitud de medicamento. Lleve la solicitud al doctor de su hijo(a) y pídale que complete la solicitud especificando por escrito los medicamentos que se necesitan, la dosis y el número de veces al día que se debe suministrar el/los medicamento(s). Esta solicitud deberá ser completada por el doctor para medicamentos con o sin receta médica. Los medicamentos con receta médica deberán ser traídos a la escuela en el frasco etiquetado por la farmacia que contiene las instrucciones sobre cómo y cuándo se debe administrar el medicamento. Los medicamentos comprados sin receta médica deben ser recibidos en el empaque original y serán administrados de acuerdo a las instrucciones escritas por el médico.
- (3) Usted puede hablar con su doctor sobre un horario alternativo para la administración de los medicamentos (por ejemplo, fuera de horario escolar)
- (4) Automedicación: De acuerdo con la ley de Carolina del Norte G.S. §1150-375.2 y G.S. 1150-375.3, los estudiantes que requieren medicamentos contra el asma, reacciones alérgicas graves (término médico, Anafilaxis) y diabetes pueden automedicarse con autorización del médico, permiso del padre y con un contrato de tenencia de medicamentos entre la escuela y el estudiante.

El personal de la escuela no administrará ningún medicamento a estudiantes a menos que hayan recibido la solicitud médica debidamente completada y firmada por el doctor y el padre o encargado (tutor) y el medicamento haya sido recibido en el empaque debidamente etiquetado. Haciendo justicia con aquellos que administran el medicamento y para proteger la seguridad de su hijo(a), no se concederán excepciones a esta política.

Si tiene preguntas sobre esta política o sobre otros asuntos relacionados con la administración de medicamentos en las escuelas, por favor contacte a la enfermera de la escuela.

Gracias por su cooperación.

(Revised 7/18)



Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

Date: _____

Dear Parent(s)/Guardian(s),

The purpose of this letter is to provide information about when to keep your child home from school. Although it may seem obvious, children should not go to school when they're contagious to others, when they have a fever, or when they're too sick to learn. Childhood illnesses are spread easily when children are in close contact in the school setting.

How do you know if your child is contagious? Colds are a bit tricky, since your child can pass it to others before symptoms appear, such as cough, running nose, and sneezing. The contagious period for a cold only lasts about three to four days into the illness. Similarly, people infected with the flu are contagious from a day before they feel sick until their symptoms have resolved. For children, the contagious period for the flu is 1 day before symptoms appear, such as high fever, sore throat, coughing, and body aches.

Most schools will send a child home if they think he or she is showing symptoms of the following conditions:

- Fever
- Strep throat
- Vomiting and/or diarrhea
- Skin and eye infections
- Parasitic infections such as lice or scabies

You can help your kids stay healthy by teaching them these rules:

- Don't share food or drinks.
- Don't share clothing.
- Throw away used tissues.
- Wash hands frequently with soap and water.

If you are unsure or have questions about whether your child is well enough to go to school, please contact your school nurse.

Sincerely,

Family Educational Rights and Privacy Act A Guide for First Responders and Law Enforcement

What is FERPA?

The Family Educational Rights and Privacy Act (*FERPA*) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions and agencies (termed “schools” below) that receive funds under any U.S. Department of Education program. *FERPA* gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are “eligible students.”

FERPA protects the rights of parents or eligible students to:

- *inspect and review education records;*
- *seek to amend education records;*
- *consent to the disclosure of information from education records, except as specified by law.*



What information can schools provide to law enforcement?

Generally, schools may disclose personally identifiable information (PII) from students' education records to outside parties, including local law enforcement, only if the parent or the eligible student has provided prior written consent. “Education records” are defined as those records that are directly related to a student and maintained by a school or a party acting for the school, and include student records such as transcripts, disciplinary records, immunization records, and other similar records.

However, there are exceptions to the definition of “education records.” One of these exceptions is for school “law enforcement unit (LEU) records.” These records are defined as records that are (1) created by a LEU; (2) created for a law enforcement purpose; and (3) maintained by the LEU. These records are not protected under *FERPA* and can be disclosed according to school policy or as required by law. Education records that are in the possession of the LEU do not lose their status as education records and must continue to be protected under *FERPA*.

FERPA permits the non-consensual disclosure of PII from “education records” for health and safety emergencies and judicial orders.

Discussed below are some relevant exceptions to *FERPA*'s general consent rule that permit the non-consensual disclosure of PII from education records to law enforcement agencies:

Schools may non-consensually disclose designated “directory information” to law enforcement agencies.

This is permitted if the school has provided notice to parents and eligible students of PII from student education records that the school has designated as directory information and if the parents and eligible students have not opted out of directory information disclosures. Directory information is information from an education record that would not generally be considered harmful or an invasion of privacy if disclosed and may include items such as name, address, telephone listing, and participation in sports.



Schools may non-consensually disclose PII from education records in connection with a health or safety emergency.

When an articulable and significant threat exists – anything from an active shooter to a hazardous weather event to a chemical spill – school officials are permitted to disclose PII from education records to appropriate parties, such as law enforcement, in order to protect the health and safety of students or other individuals. Schools are allowed to share this information only during the period of the emergency, and they have to meet certain recordkeeping requirements.

Schools may non-consensually disclose PII from education records in order to comply with a judicial order or a lawfully issued subpoena.

Prior notification to parents and students is generally required, though there are some exceptions for law enforcement subpoenas where the court or issuing agency has ordered that the existence or contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Questions about FERPA?

Email the U.S. Department of Education's Family Policy Compliance Office with questions about *FERPA* at FERPA.Customer@ed.gov. You may also contact your legal counsel for advice.





Notices of Nondiscrimination

In compliance with Federal Law, the Public Schools of Robeson County does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or military service in its programs, activities, admissions, or employment processes, except where exemption is appropriate and allowed by law. The District provides equal access to the Boy Scouts and other designated youth groups.

Sexual Harassment

The Public Schools of Robeson County does not tolerate acts of sexual harassment. Anyone who believes they have been subjected to sexual harassment is encouraged to report the harassment to the District. When reports are made, the Public Schools of Robeson County is committed to conducting prompt investigations. Counseling and educational resources will be made available to both students who are harassed and students found to have engaged in acts of sexual harassment. Harassers may be disciplined including, if circumstances warrant, suspension or expulsion. The Public Schools of Robeson County encourages students, parents, and District staff to work together to prevent sexual harassment.

Equal Employment Opportunity

Public Schools of Robeson County programs are staffed and offered without regard to race, sex, age, color, religion, national origin, citizenship status, political affiliation, or disability.

Child Nutrition

This explains what to do if you believe you have been treated unfairly. In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies:

1. Director of Exceptional Children's Program (Exceptional Children, Section 504, and Title IX) **Primary Contact**
2. Director of Student Services (Title IX/Affirmative Action Issues)
3. Assistant Superintendent of Administration, Technology, and Plant Operations (General Concerns/Grievances & Board Policies)
4. Assistant Superintendent of Human Resources and Transportation (Employment)
5. Assistant Superintendent of Federal Programs (Student Support Services/Federal Programs)

Title IX District Contact:

Director for Exceptional Children/504
Program Services Building
4320 Kahn Drive; Lumberton, NC 28358
PO Drawer 2909; Lumberton, NC 28359-2909
(910) 671-6000
webmaster@robeson.k12.nc.us

Title IX School Contact:

Name: Mary Schultz, Shining Stars Preschool
Title: Director of the Early Years' Program
Address/Office: 430 Caton Road Lumberton NC 28358
Phone: 910-671-4343
Email: mary.schultz@robeson.k12.nc.us

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Good health manners

Fact sheet: Tips for preventing the spread of germs

Cough and fever during “cold and flu season” might get you a mask

During the cough, cold and “flu” season, there are some simple tips that will keep respiratory infections from spreading. Respiratory infections affect the nose, throat and lungs. They include influenza (the “flu”), colds, pertussis (whooping cough), and severe acute respiratory syndrome (SARS). The germs (viruses and bacteria) that cause these infections are spread from person to person in droplets from the nose, throat and lungs of someone who is sick.

Year-round, you can help stop the spread of these germs by practicing “respiratory etiquette” — good health manners — by covering your nose and mouth every time you sneeze, cough or blow your nose; putting used tissues in the trash; and washing your hands well and often whenever you or someone you are close to is sick. Clinics and hospitals may also give you a face- mask to wear in waiting areas and exam rooms if you have a fever and cough or rash, so be prepared!

Here are some tips to keep from spreading your germs to others, and to keep from catching someone else’s germs.

Keep your germs to yourself:

- Cover your nose and mouth with a tissue when sneezing, coughing, or blowing your nose.
- Throw out used tissues in the trash as soon as you can.
- Always wash your hands after sneezing, blowing your nose or coughing, or after touching used tissues or handkerchiefs. Wash hands often if you are sick.
- Use warm water and soap, or alcohol-based hand sanitizers, to wash your hands.
- Try to stay home if you have a cough and fever.
- See your doctor as soon as you can if you have a cough and fever, and follow their instructions, including taking medicine as prescribed and getting lots of rest.
- If asked to, use face-masks provided in your doctor’s or clinic waiting room and follow their instructions to help stop the spread of germs.

Keep the germs away:

- Wash your hands before eating and before touching your eyes, nose, or mouth.
- Wash your hands after touching anyone else who is sneezing, coughing, blowing their nose, or whose nose is running.
- Don’t share things like cigarettes, towels, lipstick, toys, or anything else that might be contaminated with respiratory germs.
- Don’t share food, utensils or beverage containers with others.

For more information, see the Centers for Disease Control and Prevention (CDC) flu website at www.cdc.gov/flu and the NC Division of Public Health’s “Keep Illness from Spreading” page at https://epi.dph.ncdhhs.gov/cd/diseases/infection_control.html

Don't Let Head Lice Bug You!

What You Need to Know



1

Any child can get head lice.

- It doesn't matter how clean your hair or home may be.
- It doesn't matter where children and families live, play, or work.

2

Check with your child's doctor.

- The most effective way to treat head lice is with head lice medicine.
- Head lice medicine should only be used when it is certain that your child has head lice.
- Ask your child's doctor about treatment options.

3

Treat it right away!

- Use the head lice medicine your doctor prescribes.
- Always follow the directions exactly as written.
- Never let children apply the medicine.
- Check with your doctor if a second treatment is needed.

Headfirst! Lice Lessons educational initiative is made possible through a collaboration with Sanofi Pasteur

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COM 11589

SANOPI PASTEUR 


National
Association of
School Nurses



NORTH CAROLINA HEALTH ASSESSMENT TRANSMITTAL FORM

This form and the information on this form will be maintained on file in the school attended by the student named herein and is confidential and not a public record.

(Approved by North Carolina Department of Public Instruction and Department of Health and Human Services)

PARENT to COMPLETE THIS SECTION

Student Name:

(Last)

(First)

(Middle)

Birthdate (M/D/YYYY):

School Name:

Home Address:

City:

State:

County:

Parent Information: Name of Parent, Guardian, or person standing in loco parentis:

Telephone(s)

Home:

Work:

Cell Phone:

Health Concerns to be shared with authorized persons (school administrators, teachers, and other school personnel who require such information to perform their assigned duties):

HEALTH CARE PROVIDER TO COMPLETE THIS SECTION

Medications prescribed for student:

Student's allergies, type, and response required:

Special diet instructions:

Health-related recommendations to enhance the student's school performance:

Vision screening information:

Passed vision screening: Yes No

Concerns related to student's vision:





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

January 2016rev

Hearing screening information:

Passed hearing screening: Yes No

Concerns related to student's hearing:

Recommendations, concerns, or needs related to student's health and required school follow-up:

School follow-up needed: Yes No

Medical Provider Comments:

Please attach other applicable school health forms:

- Immunization record attached:
- School medication authorization form attached:
- Diabetes care plan attached:
- Asthma action plan attached:
- Health care plans for other conditions attached:

Health Care Professional's Certification

I certify that I performed, on the student named above, a health assessment in accordance with G.S. 130A-440(b) that included a medical history and physical examination with screening for vision and hearing, and if appropriate, testing for anemia and tuberculosis. I certify that the information on this form is accurate and complete to the best of my knowledge.

Name:

Title:

Signature: _____

Date (m/d/yyyy):

Date of Exam (if Different):

Practice/Clinic Name:

Practice/Clinic Address:

Practice/Clinic City:

State:

Zip:

Phone:

Fax:

Provider Stamp Here:





For All Parents/Caregivers

- Make sure required and recommended immunizations are up-to-date including an annual flu vaccine.
- Review hygiene tips to prevent the spread of infections.
- Establish a bedtime and wake-up time to ensure adequate and consistent sleep.
- Develop a routine for homework and after-school activities.
- Eat breakfast each day at home or at school.
- Help make appropriate clothing choices, e.g., wear comfortable and safe shoes.
- Keep an open line of communication with your child to ensure that he/she remains safe at school. If a concern arises, e.g., bullying, contact the appropriate school officials immediately.
- Get involved! Sign up for the parent organization (PTA/PTO), school Wellness Committee, and mark events such as back-to-school night and parent/teacher meetings on your calendar.
- Ask about the school or district's wellness policy, e.g., how are nutrition, activity, stress and/or mental health concerns addressed?
- Know the specialized instructional support personnel available to your child including the school nurse and school counselor.
- Know your school's policy regarding when to keep a sick child home and make arrangements for sick child care.

If Your Student Has a Health Concern

- Make your child's health concern known to the school and school nurse.
- Bring current, signed healthcare provider orders for treatments and all medications to be given at school. Bring the medical supplies and medication in the original container.
- Together with the school nurse and other appropriate school officials, develop an individualized healthcare plan or other educational plan as needed, e.g., 504 and IEP.
- Give permission for the school nurse to communicate with your family's healthcare provider.
- Provide parent/caregiver contact information and update the school with any changes.
- Ask if non-nurses will be providing care and how these authorized individuals will be supervised, e.g., verify who will administer medication.
- Confirm the school's disaster and/or emergency plan. Make sure your child's medication and/or medical devices, e.g., epinephrine auto-injectors, asthma inhalers, and insulin, will be readily available in an emergency.
- Let the school know how important it is to have a full-time registered school nurse in the building all day, every day.
- Introduce yourself and your child to the school nurse. Your school nurse is _____

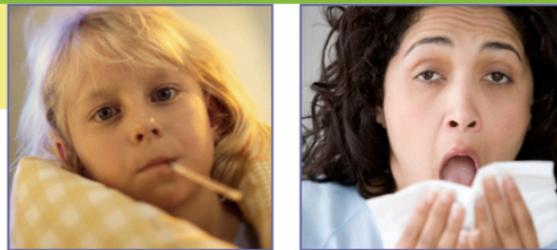
National Association of School Nurses

1100 Wayne Avenue Suite 925
Silver Spring, Maryland 20910
www.nasn.org

BETTER HEALTH. BETTER LEARNING.™



the Flu



About the Flu:

Influenza (commonly called “the flu”) is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu vaccination each year. Every year in the United States, on average 5% to 20% of the population gets the flu; more than 200,000 people are hospitalized from flu complications, and; about 36,000 people die from flu.

Symptoms of Flu:

The flu is different from a cold. The flu usually comes on suddenly and may include these symptoms: fever (usually high), headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.



Who is at Greatest Risk? Who Should Get Vaccinated?

In general, anyone who wants to reduce their chances of getting the flu can get vaccinated. Certain people are recommended to get vaccinated each year. These are people at high risk of having severe flu complications and people who live with or care for those at high risk of severe flu complications. People who should get vaccinated each year are:

- Children aged 6 months through 18 years
- Pregnant women
- People 50 years of age and older
- People of any age with certain chronic medical conditions, including asthma and diabetes.
- People who live with or care for those at high risk for complications from flu, including, household contacts and out of home caregivers of children less than 6 months of age (these children are too young to be vaccinated)

About the Flu Vaccine:

The vaccine is not 100% effective, but the vaccine is the most effective way to prevent the flu. The ability of the flu vaccine to protect a person depends on the age and health status of the person getting the vaccine, and the similarity or “match” between the virus strains in the vaccine and those in circulation. The flu vaccine cannot give a person the flu.

cont. on back

The CDC recommends that all children and teens from the ages of 6 months through 18 years of age get a flu vaccine every fall or winter. Children 6 months up to 9 years of age getting a flu shot **for the first time** will need two doses of vaccine the first year they are vaccinated, with the first dose ideally being given in September or as soon as vaccine becomes available. The second dose should be given 28 or more days after the first dose.

- Flu shots can be given to children 6 months and older
- A nasal-spray vaccine can be given to healthy children 2 years and older (children under 5 years old who have had wheezing in the past year or any child with chronic health problems should get the flu shot).

You can protect your child by getting a flu vaccine for yourself too. Also encourage your child's close contacts to get a flu vaccine. This is very important if your child is younger than 5 or has a chronic health problem like asthma (breathing disease) or diabetes (high blood sugar levels).

When is the Best Time to Immunize Against the Flu?

Yearly flu vaccination should begin in September or as soon as vaccine is available and continue through the influenza season, (which can extend into December, January, and beyond). The timing and duration of influenza seasons vary. While influenza outbreaks can happen as early as October, most of the time influenza activity peaks in January or later.

Vaccine Reactions

The majority of children who receive the vaccine (about 80 percent) will have no side effects. Of those children who have a side effect, most will have only a mild local reaction such as soreness or redness where the shot was given, fever (low grade), or muscle aches.

In very rare cases (far less than 1 out of 10,000), vaccinated children can have a serious allergic reaction. Children who have an allergy to eggs (which are used in making the vaccine) or any

component of the flu vaccine are at greater risk for a serious allergic reaction.

Your child's chance of being harmed by the flu is far greater than the chance of being harmed by the vaccine. Immunizations are one of the most important ways parents can protect their children against serious diseases.

What Are Some Good Health Habits to Follow?

The following steps may help prevent the spread of respiratory illness like flu:

- Avoid close contact with people who are sick
- Stay home when you are sick
- Cover your mouth and nose with a tissue or your upper sleeve when coughing or sneezing.
- Clean your hands regularly
- Avoid touching your eyes, nose or mouth

Who Can I Talk to About Getting Vaccinated Against the Flu?

Talk to your physician or your child's pediatrician about getting vaccinated. Parents can also talk to someone in their local health department's immunization program about getting the vaccine as well. Remember, the best time to immunize against the flu is September through November. However, it is not too late to get vaccinated in December or later.

Other Resources

- www.immunizenc.com
Immunization Branch,
N.C. Department of Health
and Human Services
- www.cdc.gov/flu
Centers for Disease Control and Prevention
Flu Home Page
- www.immunizationinfo.org
National Network for Immunization
Information



State of North Carolina ■ Department of Health and Human Services
www.ncdhhs.gov
N.C. DHHS is an equal opportunity employer and provider. 11/08