



Parent Handbook

Welcome to Impact Child Behavioral Services Inc.

Dear Parents and Caregivers,

Welcome to the **Impact family!** We are honored to partner with you in your child's educational and therapeutic journey. **Impact Child Behavioral Services Inc.** is a specialized microschool for students with **Intellectual and Developmental Disabilities (I/DD)** and those on the **Autism Spectrum**. We believe that every child deserves an environment that honors their individuality, nurtures autonomy, and fosters growth in every domain—academic, behavioral, and emotional.

Our Mission

At Impact, we empower students to **exceed expectations** through our trademarked **AB-Ed Framework™**, blending the principles of **Applied Behavior Analysis (ABA)** with whole-child, student-centered education.

Our Educational Philosophy: The AB-Ed Framework™



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The **AB-Ed Framework™** merges ABA principles with an unschooling-inspired, developmentally appropriate, real-world-relevant model of education. Students are supported holistically in an environment that values voice, choice, and connection.

Key Features of the AB-Ed Framework™

The AB-Ed Framework™ effectively integrates core principles of **Applied Behavior Analysis (ABA)** with evidence-based educational strategies to create a dynamic, student-centered approach that empowers learners and addresses their individual needs. The image highlights how foundational ABA techniques are mapped directly onto essential educational outcomes, showcasing how behavior science drives academic progress:

Core Features of AB-Ed:

- Individualized learning and behavior plans
- Functional communication and life skills embedded into the day
- Hands-on, interest-based learning experiences
- Multi-age Learning Pods based on development, not grade
- Sensory-friendly environments inspired by Montessori principles
- Learner agency and goal co-creation
- Frequent data collection and responsive teaching

AB-Ed Framework™ Overview

ABA Principle

Educational Application



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Positive Reinforcement

Academic Motivation

ABCs of Behavior

Functional Classroom Management

Prompting and Fading

Scaffolded Instruction

Shaping

Incremental Skill Development

Chaining

Mastery of Multi-Step Tasks

Generalization

Cross-Context Learning

Data-Driven Decisions

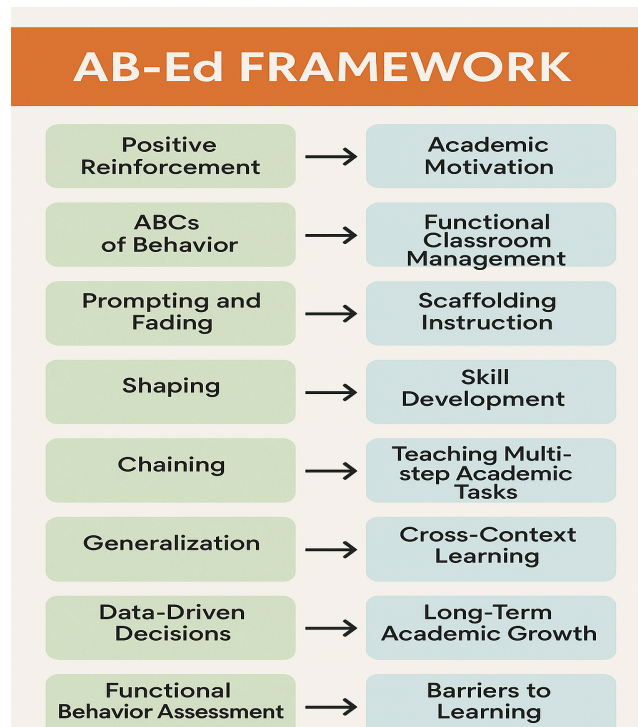
Informed, Responsive Teaching

Functional Behavior Assessment

Targeted Learning Supports



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Learning Environment & Multi-Age Pods

Students are grouped into **Learning Pods** based on **developmental levels**, not chronological age.

Each Pod Offers:

- Personalized instruction aligned to student goals
- Opportunities for peer modeling and leadership
- Movement between pods based on growth and interest
- Instruction from certified teachers and RBTs
- A therapeutic environment to support co-regulation



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Curriculum & Daily Programming (Pre-K–6)

We use a **student-centered, multi-sensory curriculum** tailored to each learner's strengths and goals.

Core Resources:

- **Boom Cards**
- **Spectrum Workbooks**
- **The Autism Helper (leveled) Curriculum**

Weekly Structure:

- Small Group Reading & Math
 - Orton-Gillingham-based Literacy
 - Daily Science & Weekly Social Studies
 - Keyboarding & Technology
 - Writer's Workshop
 - Executive Functioning & SEL
 - STEAM & Physical Education
 - Outdoor Play & Nature Exploration
 - Student Voice & Choice Time
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Assessment & Evaluation

We do **not use standardized testing**. Our assessment methods include:



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- Verbal and performance-based assessments
- Hands-on demonstrations
- Teacher-created rubrics
- Ongoing therapy and observational data
- Goal-aligned curriculum-based assessments

Progress reports are shared **quarterly** via report cards and the **Parent Portal**.

Educational Management Plan (EMP)

Each student has an EMP that integrates **academic, behavioral, and therapeutic goals**.

Includes:

- Individualized goals and supports
- Classroom strategies and accommodations
- Behavior plans and data logs
- Documentation from all team members
- Family input and collaboration

Timeline:

- Created within **30 days of enrollment**
 - Reviewed **twice annually** (October & February/March)
 - Available for parent-initiated review
 - Student-led involvement in grades 7–12
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Therapeutic Integration

Behavioral supports are embedded into all aspects of the day through:

- 1:1 and small group ABA instruction
 - Functional behavior plans
 - Real-time data collection
 - SEL routines infused throughout learning
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Key Policies & Procedures

Attendance Policy

- **Required** for ages 7–16 (NC Law)
- Present = Arrival before **11:00 a.m.** and departure after **12:00 p.m.**
- Absences must be reported by **8:00 a.m.**
- 20+ unexcused absences may result in course incompleteness

Tardiness Policy

- School begins at **8:00 a.m.** (arrive by **7:55 a.m.**)
- 10 unexcused tardies: Lunch/recess study time
- Chronic tardiness = Parent conference

Sick Policy

Students must stay home if they have:

- Fever over 100.4°F (24 hours fever-free required)



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- Vomiting or diarrhea within 24 hours
- Persistent cough, rash, or contagious illness

Ill students will be assessed and isolated as needed. Parents must pick up promptly.

Medication Policy

- No medications will be administered by staff
 - Parents may come to administer as needed
 - Students may self-carry inhalers or similar with:
 - Physician's note
 - Self-Medication Agreement
 - OTC or prescription meds require:
 - Medication Consent Form (signed by parent & doctor)
 - Original containers
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Supervision Policy

- Drop-off: **Begins at 7:55 a.m.**
- Dismissal:
 - 2:55 p.m. (Lower School)
 - 3:05 p.m. (Middle School)
 - 3:15 p.m. (Upper School)
- Aftercare: 3:05–6:00 p.m. (additional cost)
- Unsupervised students after dismissal will be enrolled in aftercare and billed



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- Early Release Wednesdays: dismissal 1 hour earlier
 - Staff may not provide private babysitting or transport under school liability
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Emergency Procedures

Our emergency plan includes:

- Shelter-in-Place
- Chemical Leaks
- Fires
- Earthquakes
- Lockdowns
- Severe Weather
- Pandemic Protocols

All staff receive annual training. Drills include:

- Monthly fire drills
 - Biannual tornado/lockdown drills
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Security Camera Use

- Video only (no audio)
 - Used for safety, accountability, and incident review
 - **Not used to monitor individual characteristics** (e.g., race, gender)
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Restorative Justice Discipline Framework

We believe discipline is a path to growth, not punishment. We:

- Address root causes
 - Foster empathy and repair
 - Hold students accountable with dignity
 - Use behavior as communication
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Withdrawals, Transfers, & Tuition

- All deposits and fees are **non-refundable**
 - **2 weeks' written notice** required for withdrawal
 - Final records and transcripts released only when:
 - All tuition and fees are paid
 - All school materials returned
 - Records/transcripts require 1 week to process
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Year-Round Calendar

Impact follows a **year-round calendar** with regular breaks. Please refer to our **official calendar** for exact dates, holidays, and closures.

Learning Environment & Pods



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Rather than traditional grade-based classrooms, students at Impact engage in **multi-age Learning Pods**, allowing for individualized instruction and stronger community connections.

Each Pod features:

- **Developmentally appropriate instruction** tailored to the student's current academic and behavioral level
- Opportunities for **peer modeling, leadership, and collaboration** across age and ability groups
- **Flexible movement between pods** based on progress, behavior goals, and student interests
- Support from **certified educators and Registered Behavior Technicians (RBTs)** who work together to meet the behavioral, academic, and social needs of each child
- A therapeutic environment that promotes **consistency, connection, and co-regulation**



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Curriculum & Daily Programming (Lower School: Pre-K–6)

Our Lower School program is designed around **multi-sensory, student-centered learning experiences** that support both academic and behavioral growth.

Key curriculum features include:

- **Small group instruction in Reading and Math** based on each child's personalized growth plan
- **Structured literacy support** provided by Orton-Gillingham trained educators
- **Daily Science instruction**, often guided by student curiosity and inquiry-based projects
- **Weekly specialized instruction** in:
 - Social Studies
 - Keyboarding & Technology
 - Writer's Workshop
 - Executive Functioning & Social Communication
- **Weekly specials** in:
 - Physical Education/Health
 - Art/STEAM
- **Daily outdoor time** including recess, movement breaks, and nature-based exploration
- Integrated opportunities for **choice-driven learning**, reflective practice, and student voice
- Lessons that are often **interest-led and goal-oriented**, respecting each child's internal drive to learn



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Evaluation & Placement

All prospective students must submit a **comprehensive psycho-educational evaluation** prior to enrollment. These evaluations are essential for:

- Understanding the student's **cognitive, behavioral, emotional, and academic profile**
- Creating **targeted instructional strategies, behavior plans, and accommodations**
- Determining the best placement and level of support within our Pod system
- Aligning therapeutic services with each child's **unique learning and regulation needs**

Educational Management Plan (EMP)

To ensure cohesive support across academic and therapeutic settings, every student at Impact has an **Educational Management Plan (EMP)**. EMPs are created in collaboration with families and all instructional staff.

Key Elements:

- EMP meetings occur **twice a year**
 - Scheduled during **October, February, or March**
- **Initial meetings** may be held in Q1 for new or transitioning students
- **Mid-year enrollees** will have an EMP within their first month
- **End-of-year meetings** will focus on transitions and future planning



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EMP Post Meeting Reports include:

- Individual student goals
- Classroom strategies and accommodations
- Notes from all teachers involved
- Next steps for academic and behavioral development

Family Engagement:

- Parents can request additional meetings at any time
- Students in **grades 7–12** are encouraged to take an active role in their EMP process

Assessment & Reporting

Students are evaluated using a variety of methods appropriate to their learning needs, including:

- Observational assessments
- Teacher-developed rubrics
- Therapy data and progress tracking
- Curriculum-based assessments

Parent Access:

- Academic progress is available through the **Parent Portal**
- **Report cards** are issued **quarterly**
- **Semester exams** are given to students in **grades 8–12**

Admissions Process

Impact Child Behavioral Services Inc.
310 Kerr Street NW, Concord, NC
www.impactchildservices.org | (Phone number/email here)



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To enroll at Impact:

1. Submit an initial inquiry form (available on our website or in person)
2. Provide a recent psychological-educational evaluation (within the last 3 years)
3. Participate in a family intake meeting
4. Attend a trial visit and observation (if applicable)
5. Final decision and pod placement will be determined based on need and availability

Attendance & Communication

- Students are expected to attend daily unless ill or excused
- Parents should notify the school by 8:00 a.m. for any absences
- Communication between staff and families is ongoing via:
 - Daily logs
 - Email/phone
 - Parent Portal updates
 - Scheduled conferences

Therapeutic Integration

ABA therapy is integrated throughout the day via:

- 1:1 and small group instruction
- Functional behavior plans (BIPs)
- Ongoing data collection and behavior tracking
- Social skills and emotional regulation instruction embedded in daily routines

Our ABA team works side-by-side with educators to ensure a seamless educational and therapeutic experience.



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School Calendar & Hours

- School year begins in August and ends in June
- Breaks are aligned with major holidays
- Daily school hours: **8:30 a.m. – 3:00 p.m.**

Parent Involvement

We believe that family involvement is key to student success. Opportunities include:

- Family workshops
- Open houses
- Volunteer days
- EMP planning sessions

Medical Records

All new students entering The John Crosland School at any grade level must have their immunization records forwarded to the school. **State law requires immunization records be received within 30 calendar days of the first date of attendance.**



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Withdrawals and Transfers

Whenever a family is relocating or a student is withdrawing from The John Crosland School to attend another school, the parents must report this in writing as soon as possible to both the **Head of School** and the **Director of Enrollment**.

- All bills must be paid and all school property (including books and computers) must be returned **before** grades, records, transcripts, or diplomas will be released.
- **Transcript requests must be made in writing.** Please allow a one-week turnaround.
- A withdrawal may occur due to relocation, a change in schools, financial reasons, or other circumstances.
- If a withdrawal is initiated **by the school**, families will be notified.
- **Tuition obligations remain in force** even in cases of withdrawal or expulsion; please refer to the "Enrollment Contract" for more details.

Attendance Policy

North Carolina law requires **compulsory attendance** for all children ages 7 to 16. All students are expected to attend school every day it is in session. Class attendance is essential for academic success.

Recording Attendance

1. Each teacher records attendance in **Blackbaud Gradebook**.
2. Absences and tardies are recorded daily.



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Daily Attendance Requirement

To be considered “present” for the day:

- A student **must be present for at least half the school day.**
- Arrival must be **before 11:00 a.m.** and dismissal must be **after 12:00 p.m.**

Excused (Lawful) Absences (Code 1)

Excused absences include:

- Illness/injury
- Required isolation
- Death in the family
- Medical or dental appointments
- Court appearances
- Religious observances
- Approved school/educational activity

Unexcused (Unlawful) Absences (Code 2)

Includes:

- Absences not meeting any lawful criteria
- Willful absences with or without parent knowledge

Out-of-School Suspension (OSS) (Code 3)

Handled as a separate absence category but included in total absence counts.

Absence Procedures

- Notify the school **by phone or email** the morning of an absence.
- Submit a written parent/doctor’s note **within 3 days** of return.
- **COVID-related virtual class access** is available only in qualifying cases.



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Excessive Absences

- **10 unexcused absences:** Parent notification
- **15 unexcused absences:** Written warning of potential legal consequences
- **20+ absences (excused or unexcused):** Student may receive an incomplete or not pass the class
- **Appeals may be made to the Head of School** under specific conditions.

Criteria to Waive Absences:

- Chronic illness (doctor's documentation)
- Death in immediate family
- Court appearances
- Medical/dental notes (within 3 days)
- Parent notes may support, but do not guarantee, waiver

Make-Up Work

- Students get as many days as they were absent to complete missed work.
- Extended absences should be pre-arranged with Directors.
- Waivers may be granted for **documented educational travel**.

Perfect Attendance

Perfect attendance means present every full day. Early dismissal or excessive tardies void perfect attendance.

During-the-Day Dismissals

- Submit written/email request to appropriate Director for early dismissal.
- No verbal student requests are allowed.
- Parents must sign out students in the main office.
- Notify the office if someone unfamiliar is picking up your child.



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Illness During the Day:

- The designated staff member will assess the student.
- Parents will be contacted if the student must go home.

Tardiness

- Students should arrive by **7:50 a.m.**; school starts at **8:00 a.m.**
- Only illness, court, or medical appointments excuse tardiness.

Beginning-of-Year Grace Period:

- First 2 weeks: Tardies up to 15 minutes excused.

Tardy Policy Consequences:

- **10 unexcused tardies:** Lunch/recess structured study
- **Repeat offenses:** Continued consequences and potential loss of parking privileges
- **Excessive tardiness:** Parent meeting may be required



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Medication Policy

To ensure student safety:

1. **All medications (prescription or OTC)** require a **Medication Consent Form** signed by a parent and physician.
2. Medications must come in original containers.
3. Students may **not carry medications**, except with a **Self-Medication Agreement** (asthma inhalers).
4. Routine/emergency injections must follow protocol and be supervised.
5. Changes in dosage/timing require a **new signed consent form**—verbal changes are not allowed.
6. Parents may administer meds after checking in at the front desk.
7. School staff may occasionally administer OTC meds with permission.
8. Benadryl may be used in emergencies involving allergic reactions.

Supervision

- **Morning supervision** begins at **7:00 a.m.** — do not drop students off earlier.
- **Afternoon supervision** ends at:
 - **2:55 p.m.** (Lower School)
 - **3:05 p.m.** (Middle School)
 - **3:15 p.m.** (Upper School)
- Students not picked up within a **20-minute grace period** will be sent to the **Extended Day Program**, and families will be charged.
- **Wednesday early release:** Supervision ends one hour earlier.
- **Staff cannot be hired through the school** for babysitting or transportation. These arrangements are private and not covered by school insurance.



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Emergency Procedures

The school has a detailed emergency response plan including:

- Shelter in Place
- Chemical/Gas Leaks
- Nuclear Emergencies
- Fire
- Severe Weather
- Bomb Threats
- Earthquakes
- Lockdowns/Intruders
- Emergency Evacuation
- Pandemic protocols

Plans are located in each classroom and administrative offices. Procedures are reviewed during annual training.

Fire drills are conducted monthly; **lockdown and tornado drills** occur twice yearly.

Security Camera Use

- Cameras are used in **public areas** for safety and policy enforcement.
- **Video only**; no audio recording.
- Footage is for reviewing incidents; cameras are not monitored in real-time.
- Cameras **do not monitor** based on personal characteristics or identity.

Instructional Materials

- Textbooks (grades K–5) and other materials provided by the school are **school property**.
- Students must return them at year's end or upon withdrawal.



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