



Cape Fear Center for Inquiry Policy and Procedure Manual

Series 300 Instruction

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310 CFCI Teaching Standards

1. Content and Pedagogy

The CFCI teacher knows the content and how to create a learning environment which enables all students to construct their own knowledge. To this end, the teacher will:

- 1.1 use the North Carolina Standard Course of Study as a curriculum framework
- 1.2 create long and short range plans to organize and integrate curriculum areas
- 1.3 implement classroom design and structures that facilitate students' development as independent learners and promote inquiry
- 1.4 use a variety of instructional strategies, including technology, to promote students' active participation in their own learning and in the CFCI community
- 1.5 help students learn to pose and solve their own problems by using appropriate methods of inquiry such as:
 - scientific process
 - free exploration
 - guided discovery
 - seeking patterns and making generalizations
- 1.6 involve students in planning as appropriate
- 1.7 help students see connections between what they already know and new content
- 1.8 share with students a love of learning

2 Child Development and Diverse Learners

The CFCI teacher knows his or her students well enough to provide individualized instruction. To this end, the teacher:

- 2.1 creates a welcoming classroom climate by using strategies appropriate to students' physical, emotional, social, and cognitive development
- 2.2 designs instructional products that reflect learning differences and needs
- 2.3 accesses appropriate services and technology to meet learning differences such as:
 - Learning styles
 - Habits of mind
 - Multiple Intelligences

Time differentials

Cultural diversity

3 Assessment and Data Collection

The CFCI teacher understands and uses assessment strategies which can inform classroom practice. Such a teacher will:

- 3.1 recognize, honor, and celebrate success
- 3.2 gather and use information about students and their learning from a variety of formal and informal sources
- 3.3 interpret this information to make initial and ongoing instructional decisions
- 3.4 organize and maintain accurate records of student work and performance (classroom and ongoing portfolios and EC records)
- 3.5 establish and communicate learning expectations for students
- 3.6 develop and use tools and guidelines that help students assess their own work

4. Classroom Management

The CFCI teacher understands social interaction and individual and group motivation. He or she will:

- 4.1 create a learning environment that encourages behaviors such as:

- Positive social interaction
- Engagement in learning
- Respect for others
- Responsibility for actions
- Self-control
- Courtesy
- Positive risk taking and creativity

- 4.2 establish and consistently maintain equitable standards for behavior that reflect student developmental and personal needs
- 4.3 involve students in class rule-making and problem solving
- 4.4 help students become respectful of differences and value diverse perspectives

5. Reflective Practice, Collaboration and Professional Responsibility

The CFCI teacher continually reflects on current practice and seeks out opportunities for professional growth. Such teachers:

- 5.1 participate regularly to the effectiveness of CFCI by working collaboratively with faculty including specialists, board, and other professional educators
- 5.2 formulate a professional inquiry project that is based on reflection and analysis
- 5.3 engage in relevant professional development and implement new learning
- 5.4 engage in thoughtful dialogue and reflection with colleagues, including specialists, to improve professional practice:
- 5.5 complete a mid-year self evaluation based on the CFCI teaching standards
- 5.6 collect and report to the board appropriate data for re-chartering
- 5.7 exhibit productive leadership and team membership skills
- 5.8 support the induction of new teachers to CFCI
- 5.9 demonstrate high ethical and professional standards (attend faculty and committee meetings, are punctual, adhere to school policies and procedures, including keeping accurate and up to date records).
- 5.10 continually evaluate the effects of his or her choices and actions in and out of the classroom

6 Parent Communication and Community Resources

The CFCI teacher seeks to establish respectful and productive partnerships with parents or guardians to support student learning. This teacher:

- 6.1 regularly communicates through conferences, progress reports, and other means learning expectations and results of assessment to parents/guardians
- 6.2 provides weekly newsletter from the teacher that describes classroom learning activities, upcoming events and other items of interest
- 6.3 collaborates with community members and agencies to support students' learning and well-being by planning field trips, hosting guest speakers and soliciting resources for in-class discovery
- 6.4 helps parents understand how students learn to pose and solve their own problems by using appropriate methods of inquiry
- 6.5 finds ways to engage parents as a productive part of the school community
- 6.6 respects diversity by listening and interacting effectively with parents
- 6.7 designs written communication with specific audiences and purposes in mind that is grammatically correct, legible, clear, and concise

320 Placement Policy

The current and prospective teachers decide on class placement for all students. All information available will be considered in making classroom placements for each child. Parents who wish to have input regarding their child's placement should discuss concerns with their child's teacher; however, requests specifically for a certain teacher will not be honored. Written requests to address specific educational needs should be provided to the Director. Tentative class placements will be made by the end of July.

Students who have been home schooled or do not have standardized test scores from their previous schools are required to meet with the appropriate teachers and/or complete testing before being placed in a class. Final determination is made by the Director in accordance with G.S. 115C-288

Revised 7-20-2010

330 Retention

Listed below are some of the strategies/interventions that teachers **may** utilize in order to consider and/or support the decision to retain a student. Retention decisions are made on a case-by-case basis.

When considering retention, look at the whole child:

1. EOG scores
2. Class performance in academic areas, portfolios, and formal and informal assessments
3. Social maturity and interactions with peers and adults
4. Progress reports from classroom teachers and specialists
5. Completion of assigned work, homework, projects
6. Information provided by the student's parents, counselors, therapists, social workers, other professionals
7. Information gained in the child's permanent record, health information, prior retentions, and performance at other schools
8. Absence and tardy tallies
9. Student's EC status, IEP, and 504 identification
10. Conferences with the teachers in the upcoming loop-level or grade level

Strategies that may be implemented before retention:

1. Parent conferences. If a teacher is considering retention, a conference or call to the parent would be optimal in January of the spring semester the student is to be retained. It is strongly suggested that teachers mention the possibility of retention in the January (mid-year) progress report, i.e. in writing. After the possibility of retention is mentioned, monthly updates to the parents on the student's progress toward goals would be desirable.
2. SST. The teacher may initiate the SST process, or re-initiate the SST process in order to develop strategies to assist a student in being successful
3. Tutoring...private, after/before school, at UNCW
4. Differentiated instruction, small group instruction
5. Documented conferences with the parents and the team of all teachers who instruct the student
6. Thorough assessments and documentation of student progress over time
7. Conferences with other teachers, colleagues, and other professionals who could offer insight into the best

When the decision has been made to retain the student:

1. Hold a conference with the parents, other teachers, and the director if appropriate.
2. Create appropriate documentation in the child's permanent record and make sure documentation is in place, especially if the child is transferring to a different school. Retention should be noted on the progress report and on the testing record.
3. Notify the front office that the retention decision is made so that the front office can hold a spot in one grade and free up a spot in another grade.

340 Field Studies/Field Trips

Children learn best through experience. Field study is an excellent way to provide these experiences. Each teacher will arrange for appropriate field studies that support and expand learning at each grade level.

Students should attend all field study events/field trips if at all possible, as field studies serve as valuable foundations for inquiry-based learning. If a student does not go on a field trip, he/she will complete work related to the field study in another classroom at school.

Every precaution will be taken to ensure student safety. Parents should understand that unknown risks may also exist.

PERMISSION SLIPS:

All students must have a signed permission form and the appropriate funds to participate in a field trip by the deadline set by the teacher(s).

Parents must sign permission forms AND send in appropriate car seat or booster seat if their child is younger than eight (8) years old, or weighs less than 80 pounds.

TRANSPORTATION:

Parent volunteer drivers or charter buses will provide transportation for field studies.

If the field trip is over 100 miles away there must be a parent meeting for the purpose of deciding by consensus whether a bus will be chartered (at the cost of the parents) or parent drivers will be used. Any time parent drivers are used the following must be adhered to.

PARENT DRIVERS/CHAPERONES MUST:

- Have complete understanding that since the field trip is an extension of the classroom and for students' safety, the teacher(s) has ultimate control of all decisions pertaining to the field trip.
- Be at least 21 years of age.
- Make certain that there is one working seat belt for each rider in the car.
- Make certain that each child in the car who is younger than eight years old, or who weighs less than 80 pounds is in an appropriate booster or car seat.
- Transport students ONLY to and from the field trip site. They may only deviate from the sites designated on the field trip form in the event of an emergency with the teacher's permission. It is the driver's responsibility to notify the teacher if an unexpected event transpires.
- Try their best to stay with the group (convoy).
- Stop at only designated stops preplanned by the teacher. The stops may be planned so that there are several food/rest opportunities at the same exit. A time and meeting point should be set to continue the convoy.

- Provide information on a “Field Trip Driver Information” form that includes the car insurance company and policy #, and license tag for the cars that may be used on the trip. Provide a copy of a current driver’s license and have proof of current liability insurance. If a driver’s form is not on file with the teacher, then that driver will not be assigned as a field trip chaperone.
- Make certain that their vehicles are registered, insured, and in good working order.
- Not smoke or use profanity any time during the field trip.
- Adhere to all speed limits and driving laws.
- Not use cell phones while driving unless it is to communicate with the teacher pertaining to the trip.
- May not bring school-aged siblings on a field trip. Parents may bring pre-school children, but may not be the solo chaperone for a group of students because they cannot give full attention to their preschooler and the students; these parents may drive, but another parent or teacher needs to be present in the car to chaperone the students.

For the safety of all students, chaperones participation is at the teacher’s discretion.

If the teacher feels that these mandates were not followed, the teacher must document such on an incident report and provide the report to the parent/chaperone and to the director. The teacher and/or director may deem a parent ineligible to serve as a chaperone or driver for future trips based on information provided in an incident report.

The Corporation for Inquiry (CFCI) is not liable for any damage done to your car during the course of a field trip. CFCI reserves the right to review a driver’s driving record if it is deemed prudent and in the interest of student safety.

All field trips must start and finish at the CFCI school building. Students who do not start the trip from the CFCI school building but show up at the field trip site will be considered absent/unexcused and will NOT be allowed to participate with the class at the field trip site.

CFCI highly discourages parents from signing their students out from a field trip. Signing students out at this time jeopardizes available car seats for the class’s return trip to the CFCI school building. All sign outs (except for emergency situations) must be prearranged in writing with the teacher prior to the permission slip deadline.

CROSSING COUNTY LINES:

Students who are to attend a field trip which includes sites OUTSIDE New Hanover County must have a form signed by a parent and notarized by a notary in order to participate.

EXPECTATIONS:

Appropriate behavior is required on field studies by all students and chaperones. Inappropriate behavior by students will be addressed by having parents pick up their child from the field study experience. Students who are sent home from a field trip for inappropriate behavior may also lose the privilege of attending the next field trip opportunity, and/or may be suspended for the following school day.

COSTS:

Any money collected for field trips is to be turned in to the Business Operations Coordinator daily in accordance with Policy 750 Handling Cash.

As is noted on the bottom of the back side of the Field Trip Permission Form, CFCI has scholarship funds to assist with field trip fees for those students who would qualify for free/reduced lunch. If parents need an application, they should see the teacher. If parents would like to donate to this fund, they may submit a check payable to "CFCI" and indicate "scholarship fund" in the memo line. All donations are tax deductible. Checks should be given to the Business Operations Coordinator on the day received.

350 Materials Selection

The CFCI Board of Directors policy relative to the selection of instructional materials, including supplementary books, library books, periodicals, and other instructional materials includes the following:

I. Objectives of Selection

- A. To provide instructional materials necessary to implement, enrich, and support the educational programs of the schools.
- B. To provide a wide range of materials with diversity of appeal and which incorporate different points of view.
- C. To provide materials which have varying degrees of difficulty to accommodate the range of abilities of students.
- D. To provide materials representative of the mainstream of our American heritage and the various religious, ethnic, cultural, and political groups which have influenced its development.

II. Responsibility for Selection of Materials

- A. The CFCI Board of Directors is legally responsible for all materials used in the educational programs of the school.
- B. The responsibility for selection of instructional materials is delegated to the Director and teachers.
- C. The Director is authorized to form such review committees, criteria, and procedural rules as may be necessary to carry out this delegation of authority in a manner consistent with the policy of the Board.

III. Materials and Requirements

- A. Any student, with his/her parents' consent, may request an alternate supplementary material when the assigned supplementary material is substantially objectionable to the pupil on moral or religious grounds. The teacher is required to provide the alternate supplementary material or, if it is not available, to excuse the student from the assignment.

IV. Complaints on Materials

- A. Parents, students, and teachers may request reconsideration of instructional materials selected for school use. When a request for reconsideration is made to a teacher, it shall be forwarded to the Director in written form.
- B. The Director shall designate a person or persons to consider the objection and make recommendations to him/her based on professional reviews.
- C. The Director may, with the mission of the school in mind,
 - 1. Declare the materials not suitable for school use.
 - 2. Restrict the use of the material to the teachers only.
 - 3. Restrict the use of material to certain groups of students.
 - 4. Declare the material suitable for restricted school use.

Approved 12-15-2009

360 Sex Education

The Board of Directors believes that the parent or guardian should make decisions concerning the student's participation in a sex education program. In accordance with NC General Statutes and regulations, a focused program of sex education will be offered to students in select grades 5-8. Parents or guardians may review the instructional materials, discuss the goals/objectives with the teachers/school counselor/administrators, and obtain other information to assist them in deciding whether to consent to their child's participation in the program.

Prior to placement in the sex education program, the school must receive written permission from the parent or guardian. Any student without written consent on file at the school will not participate in the sex education program.

Approved 6-15-2010

365 Educating Students About Online Behavior

Cape Fear Center for Inquiry students will receive instruction and education about appropriate online behavior. This instruction will include, but not be limited to, interacting with others on social networking websites and chat rooms as well as cyberbullying awareness and response. Instruction will also include expectations regarding Internet safety and use topics such as:

- Policy 812 Student Internet and Email
- Policy 813 Copyright Compliance
- Policy 814 Student Discipline and Liability

ADOPTED 5-15-2012

370 Patriotic Exercises

Each school day will begin with the Pledge of Allegiance.

The Pledge of Allegiance will be followed by a moment of silence not to exceed one minute in duration. Such period of silence shall be totally and completely unstructured and free of guidance of any kind from any source.

No staff or student will be required to participate in either exercise. During the moment of silence and for those not participating in the reciting of the Pledge of Allegiance, silence shall be maintained and no one may engage in any other activity.

Legal Reference: NC Statute 115 C-29

Approved 6-15-2010