

Cape Fear Center for Inquiry Policy and Procedure Manual

Series 400 Students

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405 Student Attendance

General Requirements

The foundation of our school is experience driven, inquiry learning that primarily happen at school or on school field trips. Students must be present to be full members of the learning community. We expect parents to support the mission and vision of our school by limiting their child's absences to the greatest extent possible. There is no substitute for the uninterrupted personal contact between teachers and students in the classroom environment where learning experiences are carefully planned and taught by teachers.

The primary responsibility for school attendance rests with students and parents. CFCI has the responsibility for properly recording absenteeism and tardiness, notifying parents when needed, and discouraging excessive absences in accordance with state law. G.S. 115C-307 (f)

Lawful, Excused Absences

Pursuant to state law G.S. 115C-378 and the rules and regulations of the N. C. Department of Public Instruction, School Attendance and Student Accounting Manual, the following shall constitute a lawful excused absence, provided satisfactory evidence is given to the appropriate school official:

1. **Illness or injury:** An illness or injury which prevents the child from being physically able to attend school.
2. **Quarantine:** When isolation of the child is ordered by the local health officers or the State Board of Health.
3. **Death in the immediate family of the child:** Defined to include, but not necessarily limited to, grandparents, parents, brothers, and sisters.
4. **Medical or dental appointments:** When approved by the appropriate school official in advance, except in the cases of an emergency.
5. **Court or administrative proceedings:** Attendance at the proceedings of a court or an administrative tribunal if the child is party to the action or under subpoena as a witness.
6. **Religious observances:** When the tenets of a religion to which a child or his parents adhere require or suggest the observance of a religious event unless the religious observance or the cumulative effect of the religious observance is of such duration as to interfere with the education of the child.
7. **Immediate demands of the farm or home:** When it is demonstrated that the needs of the farm or home require the presence of the child to perform work and when it is demonstrated that assistance to meet this need is not otherwise available and cannot be secured.

8. **Educational opportunity:** When the absence clearly is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted five days prior to the absence by the Director and the teacher. An inquiry project related to the educational opportunity may be required.

Unexcused Absences

Absences for reasons other than those listed above may be deemed unexcused.

The Director and his/her staff shall take appropriate action to prevent excessive absences and/or provide counseling for students with a history of excessive absences. Parents must be notified of their child's excessive absences, and the teacher and/or counselor shall then work with the student and his family to analyze the causes and to determine the steps to eliminate the problem.

An email to podell@cfc.net or written note excusing the absence must be provided within 48 hours of the student's return to school. **Please make sure that emails and notes are directed to Pam O'Dell in the front office.** Failure to do so will result in the absence being recorded as unexcused.

Rule of Procedure in Law Enforcement

G.S. 115C-378 provides that "every parent, guardian, or other person in the state having charge or control of a child **between the ages of 7 and 16 years** shall cause such child to attend school continually for a period equal to the time which the public school to which the child is assigned shall be in session."

The law also purports that students under the age of seven **who are already enrolled in public school** must abide by the compulsory attendance law unless the parent withdraws the student from school.

Teachers may consider student's number of absences in the computation of the student's grades as attendance in school most often has a direct correlation with academic and social performance

The school will notify parents of excessive absences under the following conditions:

1. After the **third** unexcused absence,

- a. The Director or his designee shall notify the parent/guardian by email or phone within a 24-hour period.

2. After the **sixth** unexcused absence, the Director shall notify, by mail and may also email, the parent/guardian of the student's excessive number of unexcused absences from school that she/he may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of CFCI. The Director will request that the parent and student attend a meeting with the CFCI Attendance Council. The CFCI Attendance Council shall be comprised of a faculty school board member, the student's teacher, the school counselor, the Director, and other members at the discretion of the Council.

The Council will outline the consequences of continued attendance violations, answer the families' questions and provide any additional pertinent or requested information. The student, parents and Council will enter into an attendance contract which includes an individualized case plan. The CFCI guidance counselor will touch base with the family weekly to monitor the student's progress, remove barriers from achieving the attendance goals and to update the contract as needed. The Council has the authority to change Unexcused Absences to Excused Absences upon presentation of appropriate documentation.

a. Notification of the parent shall be mailed and shall state that the parent of any student between the ages of 7 and 16 years of age may be prosecuted under the General Compulsory Attendance Law if these absences cannot be justified under established policies (see G.S. 115C-378).

b. A copy of the notice will be directed to the counselor and classroom teachers who will work with the student and family to remedy the problem (see G.S. 115C- 378). If warranted, the counselor or Director may take legal action.

****Please keep in mind that at anytime the Director, school counselor, teachers, or parents can request that the Attendance Council meet again to review the plan put in place after the 6th absence. The goal of that plan is to address and resolve attendance issues, however, if the plan needs to be revised, the Council can choose to do so at any time. The school counselors and teachers will be in frequent contact with the families after this meeting.**

3. After **10** accumulated unexcused absences in a school year, the director or the director's designee shall review any report or investigation prepared under G.S. 115C- 381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the director or the director's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the director shall notify the district attorney and the director of social services of the county where the child resides. If the director or the director's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the director may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the

General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the principal or the principal's designee, the director of social services shall determine whether to undertake an investigation under G.S. 7B-302.

EXCESSIVE ABSENCES:

The Attendance Council will reconvene when a student reaches 20 total absences (excused or unexcused). Because school attendance most often directly correlates with successful academic and social performance, the possibility of student retention will be discussed at this meeting. The Council will review all documentation provided by parents and look at communication with the guidance counselor and teachers concerning the plan put forth after the sixth absence if applicable. A recommendation will be made concerning possible retention of the student by the Attendance council.

Tardy Policy

Because CFCI is a school of choice and does not provide transportation, parents have made the personal commitment to bring their children to school on time. The responsibility of arriving to school on time rests solely with the parent/guardian.

At CFCI, we believe that building a strong community in the classroom enhances learning and teaches children to care about others and the world around them. This belief is a cornerstone of our school's philosophy. Because one of the primary ways we build community is through morning meetings, we expect all children to arrive at school on time every day. Students are tardy if they are not in their classrooms by 8:15 a.m. If a child arrives at school after 8:15 a.m., a parent must come into the building to sign him/her in at the front office.

Oversleeping, car trouble, and traffic delays are not considered excused tardies. THE ONLY EXCUSED TARDY IS A SITUATION WHERE THE STUDENT HAD A DOCTOR OR DENTAL APPOINTMENT IN THE MORNING.

Excessive Tardy Procedure

After the **fifth** unexcused tardy, the school counselor shall email or call the parent/guardian to develop resources to help the student arrive on time to school.

After the **tenth** unexcused tardy the Director shall notify the family that they are not complying with the mission and vision of CFCI. A meeting with the Director and/or school counselor will be requested.

After the **fifteenth** unexcused tardy the Director shall notify the parent/guardian of the date and time that the Attendance Council will meet and decide a course of action..

Early Check Outs

Just as absent or tardy students cannot fully participate in all learning opportunities, students who are checked out early miss valuable classroom time. Parents should consult the school calendar and make doctor's and other appointments after school or on teacher workdays when possible.

Students checked out for the day before 11:30am are absent for the day.

When a student is being checked out, the parent must sign the child out in the front office. The school will not honor requests that the child wait in the front office at a specific time or meet their parent in the parking lot. Students will not be released to siblings less than 18 years of age. Parents should allow time for following the procedure above.

Student Release

Each student must have on file of a list of people to whom they may be released from school. Though it may cause an occasional inconvenience, this policy is essential for each child's safety. If students are to ride with someone not on his or her list of people to whom they may be released, a signed note or email **MUST** be sent by a parent giving permission. Students will not

be allowed to use the telephone to arrange transportation during the school day.

Approved July 21, 2015

410 Social Curriculum and Behavioral Expectations

Treating others with respect and being responsible for one's own actions are the goals of the social curriculum at CFCI. We want our students to learn how to interact in a supportive, cooperative learning environment. Through the social curriculum, students internalize rules and procedures and develop self-control and self-confidence. Students are taught and encouraged to learn the principles of cooperation, honesty, responsibility, and compassion.

Each class begins the day with Morning Meeting, during which students build the class community through establishing expectations, participating in team-building activities and learning about the above-mentioned values.

Students create rules and procedures with teacher guidance to help our classrooms function safely and productively. We teach them the skills they will need in order to function as caring, self-responsible citizens by discussing, modeling and practicing appropriate ways to interact. However, we understand students sometimes test behavioral boundaries. The step by step procedure that follows is the structure that teachers may follow. However, specific circumstances, needs of the student, repetition of situations or other issues might necessitate deviation from the process.

Proactive strategies

Proactive strategies are designed to allow students to develop self-control and community within the classroom. All teachers use them on a daily basis.

Circle of Power and Respect. Circle of Power and Respect (CPR) is a daily opportunity for students to meet with their homeroom groups to develop community. It is based on democratic, group-centered principles and provides students a safe space where they can build trust and relationships. CPR may include a greeting, an opportunity for sharing, a game or activity, and news. Students sit in a circle and all members of the group are expected to participate appropriately.

Hopes and Dreams and the Social Contract. Each student is invited to create hopes and dreams for his/her school year. These goals are used to create a social contract within the community. Students are asked to consider what expectations they should have of themselves and others in order to achieve their goals. The social contract is posted in each classroom. These expectations take the place of a traditional rule system where the teacher hands out expectations at the beginning of the year. Because students take part in creating the contract, they have a stake in its success. These expectations form the basis of all other expectations and procedures in the classroom throughout the year.

Other proactive strategies include modeling, procedures, using proactive teacher language, and continuing the sense of community throughout the day.

Reactive Strategies

At times, each of us will make mistakes and/or break the social contract. These events are dealt with on a case-by-case basis. However, students who do not follow the social contract or take advantage of opportunities to gain self-control may face discipline procedures in accordance with the CFCI discipline policy. Serious behavior issues, such as hitting or sexual harassment, will be dealt with using CFCI school policy.

Loss of privilege. Students who misuse materials, time, or relationships may lose the privilege of having those materials, time, or relationships. For example, a student who is off-task when working with a group may need to work alone until s/he can be on task in a group.

Take a Break. The Take a Break (TAB) chair in each classroom is used when students have broken an element of the social contract. Students are asked to sit in the TAB chair to gain control of themselves. This is not a punishment; rather, it is a chance for the student to reflect and regroup before rejoining the group.

Buddy Room. At times, students may need a longer opportunity to reflect and regroup than the TAB chair allows. In this case, a student will be sent to the Buddy Room, a designated middle grades classroom. While in the Buddy Room, the student will complete a Fix-It form that allows him/her to reflect on the event leading up to the Buddy Room and how s/he will fix the problem upon returning to the class.

Each of these strategies is intended to give the student the opportunity to regain control of him/herself before the teacher steps in with additional external discipline. Students who are unable to use TAB or the Buddy Room successfully may lose these privileges for a time. Most often, students who are given the opportunity to regroup will do so. However, if students are unable to get on track after being given appropriate opportunities, they need to leave the community until the following day. The child's teacher will call the parent(s) to come pick him/her up from school. The student will remain in an appropriate, supervised location until the parent arrives. Having a child go home recognizes the important role parents have in supervising their child's behavior. If the student is sent home before 11:30 am, the consequence will be documented as a suspension from school due to the fact that they did not complete a legal day of school. If a student is sent home after 11:30 am the consequence will be recorded as a NIPP (Now In Parents' Possession.) This is not an official suspension from school, as the student will return the next morning with a clean slate.

Students who continue to have challenges may be placed on a behavior contract, may have social conferences with teachers and/or parents, or may be asked to make an Apology of Action. Parents are partners in upholding our social curriculum at CFCI. If a student is "NIPPed," and the parent is called and does not respond to the call to make arrangements for pick-up within one hour of the call, then the student may not return to school the next day and it will be recorded as a suspension.

Revised 7-21-09

415 Academic Integrity

At CFCI, the inquiry model is used so that students learn through hands-on and group activities in the context of a social curriculum described in the book, Teaching Children to Care. As part of the inquiry model, CFCI students are expected, beginning in the earliest grades, to conduct research and present their findings. While there are appropriate times for collaborative group activities, at other times the student's work is expected to be independent. In all learning activities, students are expected to demonstrate academic integrity. Academic integrity is when students make the correct decision when faced with the choice to cheat, copy, or represent others' work as their own. The purpose of this policy is to distinguish academic integrity from academic dishonesty, and to outline the consequences when expectations are not met.

Academic integrity is important because it:

- teaches students to value honesty and to trust themselves to complete the work assigned themselves;
- allows students to build skills and competencies that cannot be developed through cheating;
- leads to a sense of confidence, competence, esteem, and accomplishment;
- supports our social curriculum.

Teachers at CFCI value honesty in academic pursuits and teach skills like summarizing, paraphrasing, citing sources, and using quotations to encourage academic integrity.

Violations of the academic integrity policy include cheating, plagiarizing, copying, and otherwise attempting to pass off the work of others as your own.

Academic dishonesty includes, but is not limited to:

- looking at another student's answers or using a "cheat sheet" during a test;
- providing answers on a test or homework assignment to other students;
- allowing another person, such as a parent or tutor, to complete an assignment for a student;
- using material word for word from a website or book without using quotation marks and citing the source;
- using essays or papers for sale online;
- encouraging others to commit academic dishonesty.

Academic dishonesty will be addressed by teachers in consultation, as necessary, with the Director. Factors such as severity, frequency, age of student, and impact on course / other students will be considered. Consequences for academic dishonesty may include:

- losing all or partial credit for an assignment;
- having to redo an assignment for partial or no credit;
- loss of privileges;
- suspension.

The CFCI Board of Directors and faculty believe strongly in academic integrity and expect all students to adhere to this policy.

Approved 6-21-2011

420 Comprehensive Student Discipline Program

General Provisions

Good discipline in the school is extremely important to the educational program. Without good discipline the school cannot discharge its primary responsibility in the development of citizenship and inquiry thought process. Without good discipline students cannot realize their greatest opportunities for growth. In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the Director and the Board of Directors. The following guides to good discipline are recommended:

1. Good discipline is usually positive rather than negative in nature. It consists of keeping students interested and engaged in learning rather than punishing them for doing things that are antisocial.
2. Good discipline is always fair, dignified, and in good temper.
3. Conferences with teachers, parents, and the director should be effectively employed to bring about acceptable classroom behavior.

Teachers shall have the power to make and enforce with suitable penalties, all rules necessary for the proper management of their classes and appropriate behavior of their students. They shall utilize every resource to give guidance to their students and shall refer only extreme cases of discipline to the Director. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere that is safe, conducive to the learning process and free from unnecessary disruptions. All discipline procedures must conform with the requirements of state law.

A. Reportable Offenses

CFCI is obligated by law (North Carolina General Statute 115C-288) to report the following incidents to the State Board of Education. The director may choose to contact law enforcement authorities. The definitions will be available at the front office.

Arson

Assault

Assault resulting in serious injury

Battery

Bullying

Dangerous Weapon

Discrimination

Disability Harassment

Disruption of the Learning Environment

Drugs, Alcoholic Beverages, etc.

Explosives, Fireworks, and Foul Substances

Extortion
Forgery
Gambling
Harassment
Hazing
Indecent Exposure
Insubordination
Littering
Neglecting Responsibility
Obscenity
Persistent Disobedience
Possession or Using Weapons
Rape
Sexual Assault
Sexual Harassment
Sexual Misconduct
Sexual Offense
Smoking or Using Tobacco Products
Throwing Stones or Other Missiles
Theft
Trespass
Truancy
Vandalism

B. Location of Misconduct

All rules governing student misconduct shall apply to any incident that is

1. On school grounds during, before and after regular school hours
2. On school grounds at any other time when the school is being used for a function or by any school group
3. Off school grounds at a school activity, function or event
4. During the transporting of students to include the period of time before boarding the car/bus, in the car/bus and getting off the car/bus, or in the proximity of the car/bus stop when under the supervision of the driver
5. Off school grounds but which may affect the school climate or have a direct and immediate effect on the general welfare of the school.

Revised 7-21-09

422 Weapons, Violence and School Safety

The Cape Fear Center of Inquiry Board of Directors believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board Policies, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the Director or his/her designee for investigation and appropriate action.

Prohibited Conduct

Students, staff and all other persons are prohibited from engaging in the following conduct in accordance with General Provisions, Section B:

1. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person except when used in an approved instructional activity. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nun chucks;
2. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and /or to threaten, intimidate, coerce or harass another person. Examples of such articles include but not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of an sort, and replicas of weapons (including toys);
3. Violent or threatening behavior including but not limiting to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
4. Verbal or written statements (including those made on or with the use of technological devices, (e.g., computers, text phones) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
5. Willful and malicious damage to school or personal property;
6. Stealing or attempting to steal school or personal property;
7. Lewd, indecent or obscene acts or expressions of any kind;
8. Violations of CFCI drug/alcohol and tobacco policies;
9. Violations of state or federal laws; and
10. Any other conduct that may be harmful to persons or property.

Disciplinary Action

The Director or his/her designee shall suspend and/or recommend expulsion of students who violate this policy based upon facts of each case and in accordance with applicable state and federal laws. The disciplinary action set forth below, apply to all students who are at least 13 years of age. If a student under the age of 13 commits any of the misconduct 1-10 above, the disciplinary action taken against the student, if any, is left to the discretion of the Director or his/her designee.

- A. #1 and #2 - Possession of a firearm and making of a false bomb report or bomb hoax results in Mandatory Suspension for 365 Days.
- B. #1 and #2 - Possession of any other weapon will be investigated by the Director and will result in a 5 day to 365 day suspension.
- C. #3 - Violent physical behavior of any kind will result in a 5 day to 365 day suspension depending on the severity as determined by the Director.
- D. #3, #4, #9 and #10- Violent/harmful/threatening behavior of any kind will result in a 1 day to 365 day suspension depending on the severity as determined by the Director.
- E. #5 and #6 – Consequence will be determined by the Director and based on financial seriousness of violation.
- F. #7 – Inappropriate behavior will result in a 1 to 10 day suspension as determined by the Director.
- G. #8 – please refer to the CFCI drug/alcohol and tobacco policies.
- H. #9 and #10 will be left at the discretion of the Director or his/her designee

Approved 7-21-09

424 Drug Tobacco and Alcohol Use by Students

The Board of Directors for CFCI and the CFCI Community recognizes chemical use as a major health problem for today's youth and views chemical dependency as a treatable disease.

Definition of chemical – Any substance which, when taken into the body in any form, is known to cause changes in mental, physical, or behavioral patterns. "Chemical" shall include but not be limited to prescription drugs, look-a-like drugs, drug paraphernalia, non-prescription drugs, tobacco products, alcohol, hydrocarbons, and aerosols.

Please refer to Policy #460 (Medication) in regards to students taking prescription and non-prescription drugs. **"Students are not to have in their possession any kind of medication (including over the counter medication) while on the school grounds."**

Chemical Use and Abuse by Students:

Student health problems are primarily the responsibility of the parents and guardians. However, the school and community share in that responsibility because chemical health problems often affect learning and development.

The Board of Directors views the welfare and safety of the student body to be of paramount importance. It recognizes that using punitive measures as the sole means of addressing the problem of chemical use usually masks rather than eliminates it. In so far as applicable statutes allow, all contacts with involved individuals will be treated in strictest confidence and the medical records of students involved with chemical use will be subject to the same school policies as other medical and school records. ***Students do not get a clean slate every year when it comes to the Drug, Tobacco, and Alcohol Policy. The offenses are collective throughout the student's whole time of attendance at CFCI.***

Prohibited Conduct

The exchange, possession, or use of illegal drugs, alcohol, or any other illegal substance including tobacco is prohibited while participating in or attending school events held at or away from school. This prohibition applies to fake substances or facsimiles thereof.

Disciplinary Action Procedures

Type One Offense: Possession/Use

A. First Offense

- a. Confiscate, verify and seek medical attention as necessary.
- b. Director or his/her designee meets with student.
- c. Director or his/her designee notifies and meets with parent/guardian.
- d. Student will be dismissed from school in the supervision of parent/guardian.
- e. Disciplinary action will be 5 days out of school suspension.
- f. Notification of the police at the Director's discretion.
- g. Student meets with guidance counselor who will make referral to appropriate services as necessary.

B. Second Offense

- a. Confiscate, verify and seek medical attention as necessary.
- b. Director or his/her designee meets with student and notifies the parent/guardian.
- c. Director or his/her designee notifies the police.
- d. Student will be dismissed from school in the supervision of the police or parent/guardian (this decision will be made by the police).
- e. 10 day out of school suspension and the student must be assessed by a community based licensed substance abuse counselor at the expense of the parent/guardian.
- f. Student shall follow recommendation(s) of counselor.
- g. If student is not assessed within 10 school days, a meeting with the parent/guardian and student and the Director or his/her designee shall occur prior to the return to school. Note: If parents do not seek assistance for the student, DSS will be notified.
- h. If the offense is for tobacco, the student will participate in 5 smoking cessation classes at the expense of the parent/guardian and not have to be assessed by a substance abuse counselor.

C. Third and Subsequent Offense

- a. Confiscate, verify and seek medical attention as necessary.
- b. Director or his/her designee meets with student and notifies the parent/guardian.

- c. Director or his/her designee notifies the police.
- d. Student will be dismissed from school in the supervision of the police or parent/guardian (this decision will be made by the police).
- e. Suspended until next Board of Directors meeting where the Board of Directors will consider expulsion.

Type Two Offense: Furnishing/Selling

A. First Offense

- a. Confiscate substance.
- b. Director or his/her designee meets with student and notifies the parent/guardian.
- c. Director or his/her designee notifies the police.
- d. Student will be dismissed from school in the supervision of the police or parent/guardian (this decision will be made by the police).
- e. 10 day out of school suspension and the student must be assessed by a community based licensed substance abuse counselor at the expense of the parent/guardian.

B. Second Offense

- a. Confiscate substance.
- b. Director or his/her designee meets with student and notifies the parent/guardian.
- c. Director or his/her designee notifies the police.
- d. Student will be dismissed from school in the supervision of the police or parent/guardian (this decision will be made by the police).
- e. Suspended until next Board of Directors meeting where the Board of Directors will consider expulsion.

Role of the School Staff

1. Any staff member who has reasonable basis to suspect any student of possession, use or selling a prohibited substance has the responsibility to:
 - a. Take immediate action to secure the health and safety of the involved student(s);
 - b. Report the case immediately to the administration.
2. Voluntary Referral – Any staff member who is approached by a student who is seeking help shall maintain confidentiality of the student and refer her/him to the school counselor. A staff member may respond to student seeking help with a chemical issue without being compelled to use the information in a disciplinary manner.

Approved 7-21-09

426 Corporal Punishment

The CFCI Board of Directors prohibits the use of corporal punishment in any form.

For the purpose of this policy, corporal punishment shall be defined as any kind of physical punishment inflicted upon the body of the student. Any employee shall be responsible for notifying the Director of any observed or suspected incidence of corporal punishment.

School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary, such as:

1. To quell a disturbance threatening injury to others.
2. To obtain possession of weapons or other dangerous objects within the control of a student.
3. For self-defense.
4. For the protection of persons or property
5. To maintain order on school property, in the classroom, or at a school- related activity on or off school property.

LEGAL REF: NCGS 115C-390-392

Approved 7-20-2010

430 Exceptional Children's Program

The Exceptional Children's Program at CFCI is served by certified Exceptional Children's staff. The EC Coordinator acts as the liaison between the Department of Public Instruction and the school to maintain compliance with all NC EC Policies and Procedures. Additional responsibilities include the supervision of all student EC services, contract personnel, academic and behavioral supports, maintenance of student records and files and staff development/training. EC teachers are scheduled by the EC Coordinator to meet the needs of students K-8. All work to provide the needed instruction and supports outlined in each student's IEP. Support services are contracted on a regular basis. They include a School Psychologist, Speech/Language Pathologist, Occupational Therapist, and a Physical Therapist. A collaborative team approach is utilized to service and meet each student's individual needs. The EC department provides direct services to each exceptional child and also works closely with the regular education teachers to support the success of the students through effective instructional practices, assessment and accommodations to ensure each student's access to the N.C. Standard Course of Study.

The EC program is driven by the students' Individual Education Plans as well as the team recommendations as to what is best for each particular child. As a school model, CFCI includes the children into the regular classrooms setting to the greatest extent possible. The practice of maintaining students in the least restrictive environment appropriate for each child's needs is followed. Information to address student progress toward mastery or non-mastery of goals, as outlined in the student's Individualized Education Plan (IEP), is provided at the same time students general education classroom progress reports are sent.

Revised 9-19-2013

435 Student Support Information

RESPONSE TO INTERVENTION (RTI) – The use of a process based on a child’s response to scientific research-based interventions. Following the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, states were given the option to determine eligibility categories (limited to Specific Learning Disabilities in the state of NC) through a process that would determine a student’s response to appropriately selected scientific research-based interventions as a part of the comprehensive evaluation process.

In addition, research supports that when all children receive the interventions they need in order to learn at their own optimal level early in their education, that the referral rate for special education services later on is significantly reduced. Cape Fear Center for Inquiry has built into their system of student supports a tiered method of tracking student’s responses to interventions in the general education setting.

Tier I – Documented meeting between regular education teacher(s) and parents; follow up actions may include one or more of the following:

- a. Hearing/Vision screening
- b. Determined and implemented research-based interventions
- c. Progress monitoring data collected
- d. Documentation of the effectiveness of parent and teacher interventions
- e. Summary of parent conference(s); documentation of attempts to conference with the parent(s); **and**
- f. Review of existing data to include the decision to remain at Tier I or move the process to Tier II

NC 1503-2.3 Screening for instructional purposes is not evaluation

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.(Authority: 20 U.S.C. 1414(a)(1)(E); 34 CFR 300.302)

Tier II – Documented meeting between regular education teacher(s), other building specialists (ie:, EC Coordinator, School Counselor, Speech/Language Pathologist, etc. as needed), Curriculum Coordinator and the parents; known as the problem solving team/child study team

- a. Analysis of Tier I scientific research-based intervention(s)

- b. Documented modifications or discontinuation of these intervention(s) or the implementation of other scientific research-based intervention(s)
- c. Progress monitoring data reviewed
- d. Documented parent, staff and problem-solving team assessment of the effectiveness of the intervention(s)
- e. Summary of the conference(s) with the parent(s), school staff, and the problem-solving team
- f. Speech language screening
- g. Social developmental history completed by the parent; and
- h. Observations by independent observers (this may be by a team mate; counselor; EC teacher etc.) for the purpose of determining intervention(s) and to inform instruction

Tier III - Documented meeting between regular education teacher(s), Curriculum Coordinator, EC Coordinator and other building specialists (ie: Speech/Language Pathologist, Occupational Therapist, Reading Specialist, Behavioral Specialist as needed) and the parents where the decision to move to Tier III has been/is determined; known as the problem-solving team/child study team

- a. Analysis of Tier II scientific research-based intervention(s)
- b. Documented modifications or discontinuation of the intervention(s) or the implementation of other scientific research-based intervention(s)
- c. Summary of conference(s) with parents, school staff and the problem-solving team
- d. Meeting Determination –
 - Option 1 – Move to Tier III with a higher level of interventions (frequency, intensity, duration, or content) recommended without making a formal special education referral and implement the modifications; or
 - Option 2 – If the team feels this is possibly a “crisis” situation, move to Tier III and determine to make a formal referral for special education consideration. If Option 2 is chosen, receipt of the completed written referral for special education (DEC 1) by school personnel begins the 90 day timeline and requires that informed parent consent for evaluation be obtained; Handbook outlining Parental Rights must also be given to the parents

REVISED 9-19-2013

440 Section 504 Procedures

Some students' needs are not best met through an IEP, but through the designation known as 504. Students who are identified as needing a 504 usually have health-related issues which impact their academic progress, but which do not warrant an IEP. Some examples of these health-related issues are (but are not limited to): ADHD; Diabetes, severe allergies, physical handicaps or disabilities such as CP, sickle-cell anemia, hearing or vision-impairment, asthma, and other chronic illnesses.

A teacher who has a student with one or more of the above-mentioned conditions may feel it would be advantageous for the student to utilize a 504 plan in order to receive special modifications and adaptations in the classroom or in testing situations. In these cases, the teacher should refer the student to the 504 Coordinator to set up a meeting with the parents and the student's teacher(s).

When a student qualifies as needing a 504, there are also legal obligations placed upon the school and teacher. Section 504 is a Civil Rights statute, and comes under the auspices of the Office of Civil Rights. The federal government does NOT provide additional funding to assist schools in serving students who are identified as 504.

At CFCI, a regular education teacher or the Curriculum Coordinator is appointed the 504 Coordinator. At the beginning of each school year, the 504 Coordinator, in coordination with the EC Coordinator, reviews all of the students' files that are identified as 504. This teacher then provides copies of the 504 accommodation plans to all regular education teachers designated to teach these students for the current academic year.

At the point of the annual review, the classroom teacher needs to contact the parents and set a meeting to review the modifications and adaptations which are in place for that student and to then determine if the strategies/modifications are working well or whether there should be changes made to the 504 for the following year. The 504 Coordinator is to be included in these meetings and is responsible for the maintenance of the 504 files.

Parents or teachers may also request a meeting to review/revise a 504 document more frequently than the yearly re-evaluation, but a meeting MUST be held once a year for the school to remain in compliance with the Section 504 guidelines.

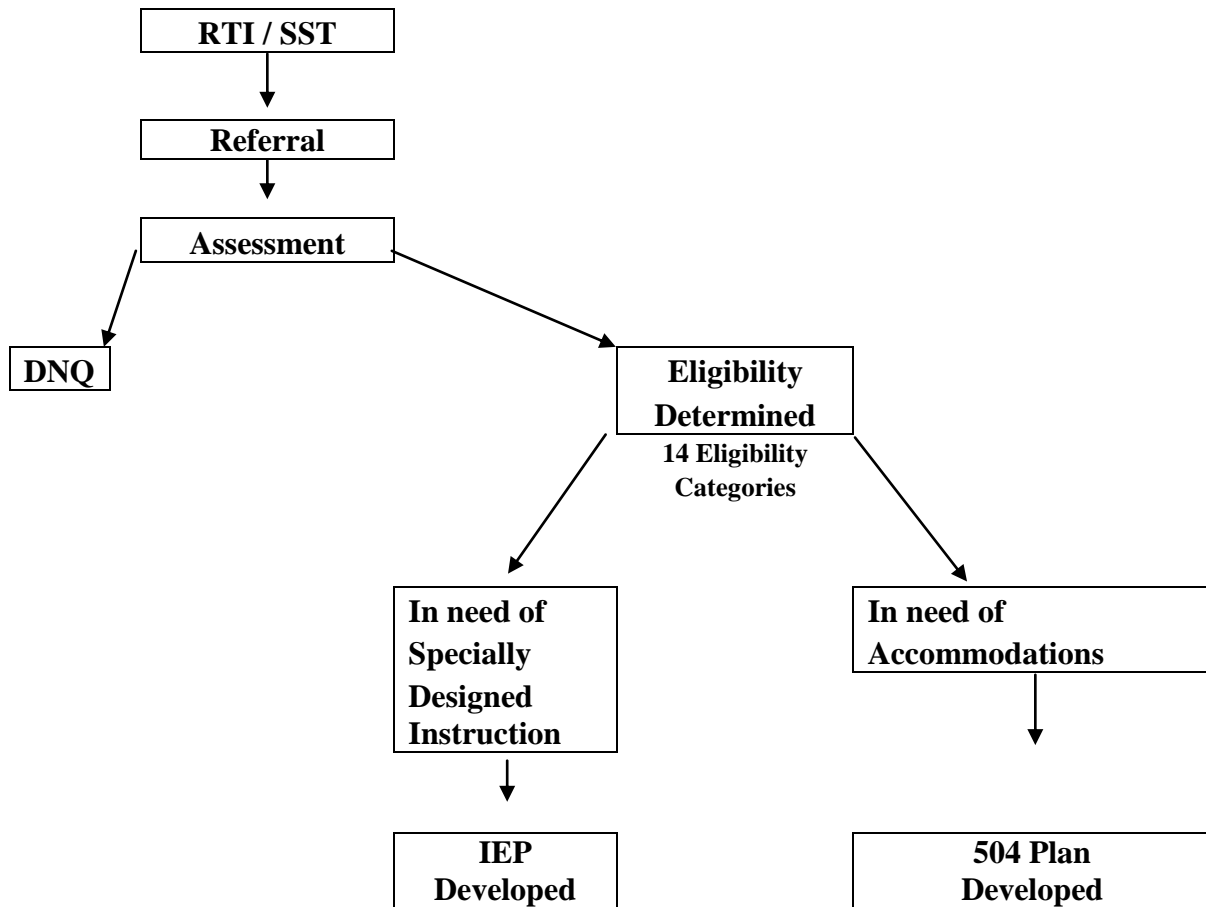
Parents or teachers may file a Section 504 grievance with the 504 Coordinator. The process is:

1. A written grievance should be submitted to the 504 coordinator within 30 days of the most recent meeting or discussion of the 504 issues in question. The written grievance should include names of student, parents, teachers, administrators and any others involved. It should include details of meetings, phone conversations, copies of emails and all other communications of the 504 issues in question. The written grievance should include the specific nature of the grievance and the desired resolution of the issues.

2. The 504 coordinator will acknowledge receipt of the grievance in writing to all named parties in the grievance. The acknowledgement will also include a plan to address the grievance.
3. The 504 coordinator will investigate the grievance in an adequate, reliable and impartial manner. If the 504 coordinator is a named party in the grievance, another administrator who is not named will handle the investigation. The investigator will provide the person filing the grievance the opportunity to present witnesses or other evidence. The investigator will interview the named parties in the grievance as deemed appropriate. The investigation will conclude within 30 days of the date the grievance was filed.
4. After careful consideration of the grievance, the investigator will make a written determination of resolution. A copy of the resolution will be provided to all parties named in the grievance as well as the director.
5. If there is any finding of discrimination by the investigator, a written plan to correct that discrimination will be a part of the resolution.
6. The investigator is responsible to ensure that there will be no harassment or retaliation of or by any parties named in the grievance.
7. All details, written documents and communications regarding the grievance are confidential and should not be discussed or shared with anyone not named in the grievance. The only exception to this is that investigator will share all materials with the director.

445 Referral Process For Special Education Needs

Referral Process When Considering a Student's Need for Special Education



RTI = Responsiveness to Instruction - interventions are implemented and progress monitoring determines and measures effectiveness

SST = Student Support Team - multidisciplinary team (including the parent) determines the need for referral for special education

Assessment - 90 Day timeline put in place to gather all necessary information in order to make a determination of student need

DNQ - Does Not Qualify - Student determined by the multi-disciplinary team not to meet the eligibility requirements for services

Eligibility Determined - Student determined by the multi-disciplinary team to meet the eligibility criteria in one of the 14 disability areas

Specially Designed Instruction - Instruction needed to support targeted goals of academic/skill specific/affective weakness

Accommodations - Considerations enabling students to access the curriculum

IEP - Individualized Education Plan

504 Plan - Plan written to accommodate a major life activity

450 Student Cumulative Folder Document List and Order Instructions

Each student's cumulative record will consist of the following documents in the following order:

1. Copy of parental/custody agreement (if applicable)
2. Current emergency medical plan (if applicable)
3. Student progress reports (latest on top)
4. Standardized Test Record form
(for EOG stickers-3rd through 8th grades)
5. Scholastic record (if student attended other public school)
6. Attendance records
7. Student's Permanent Health Record
8. Health Assessment/physical form
9. Immunization record-or approved letter of medical/religious exemption
10. Birth certificate
11. Copy of social security card (optional)
12. Current enrollment form

Further instructions:

Approved student applications are held in one binder for three years.

455 Record Storage and Access/FERPA

Family Education Rights and Privacy Act: FERPA is a federal law that governs the maintenance of school records. Under the law parents or guardians of students or students who are 18 years of age or older have the right to inspect all records kept by the school about the student and the right to correct inaccuracies in those records. Under FERPA, access to the records by persons other than the parents or guardians is limited and generally requires written consent by the parents, guardians, and/or students' age 18 or older. Requests to review student records and requests to correct inaccurate records may be made to the Director.

Personnel Records: Personnel records shall be housed in a separate locked file cabinet along with records of grievances/resolutions. The Human Resources Coordinator (HRC) and the Director shall have keys to this file cabinet. Access to these files should be limited, other than review by the auditor. Individual employees will be made aware of their own salary information, but will not be privy to the salaries or other personnel information of other employees. Salary information will be made available to Director, HRC and Board president.

Exceptional Children Records: All exceptional children records will be maintained in a locked file cabinet located in the resource office. The Exceptional Children Coordinator and the Director will have the key to this file cabinet. All faculty who have an EC student in their class, occupational therapists, speech therapists, physical therapists, psychologists, EC teachers, EC committee members, and the Director have access to these files. All others are on an as needed basis. Anyone who removes EC files must sign them out in the EC Coordinator office. Parents may request (in writing) a copy of the EC records at any time. EC Coordinator will make a copy for the parents.

Student Records: Student records will maintained in a locked file cabinet. Access to this file cabinet will be limited to faculty (only for their current students), the administrative assistant, the Curriculum Coordinator, EC coordinator, HRC, the Director, and board members who have reason to have access. Custodial parents may access their student's file by making a written request to the Director.

Official manual and computer files: A file cabinet will be maintained in the school office for the purpose of keeping school records other than those described above. These files are for the use of the administrative assistant, all Coordinators, the Director, the faculty and Board members who have a specific need. The computer is only to be used by the authorized personnel described.

457 **Data Privacy Policy**

A. Persons Authorized to Have Access

Cape Fear Center for Inquiry may disclose information kept in the students' cumulative record folder to the following persons:

1. School officials who have a legitimate educational interest in examining the information. The term "school official" includes any teacher, administrator, assigned student teacher, intern, teacher's aide, or other professional employee of the Cape Fear Center for Inquiry and/or members of the school board during a regular or executive session board meeting. The Director determines whether a school official is seeking the information to carry out an official duty and whether the specific information sought will help in carrying out that duty.
2. Accrediting organizations that seek the information to carry out their accrediting functions.
3. Upon approval by the Director, the student's health record may be reviewed by persons who seek information in connection with a health or safety emergency that threatens the health or safety of the student or other persons.

B. Directory Information

The Cape Fear Center for Inquiry may disclose directory information if the parent or student has agreed in writing to such release.

No personally identifiable information, other than directory information, may be released from the cumulative record folder with exception of one of the following conditions:

1. When proper written consent to the release of such records has been obtained. If the student is below eighteen, one of his/her parents must consent to the release. This consent must be signed, dated and must specify the records to be disclosed, and the persons to whom the disclosure may be made. Upon request, the school shall supply a copy of the records to the parent who gave the consent. A parent may request that a copy of the records released be given to the student, even though the student is not yet eighteen.
2. To comply with a court order or lawfully issued subpoena. Upon the request of a court order or subpoena, the Director shall immediately send written notice to the student's parents or to the eligible student that a court order or subpoena has been received. Three days after sending the notice, the Director shall comply with the court order or subpoena.

3. To comply with a written request from a school official whose school a student is attending or planning to attend. Copies of a student's cumulative folder are mailed to the requesting school.

When a school official discloses information from the student's cumulative record folder, or other than directory information, to anyone other than the parents of the student, the student, or other school officials, the official shall inform the person who receives the information that it may not be transferred to any other party without the consent of the parents or the eligible student.

Approved 12-15-2009

460 Medication

A physician's authorization for medication is necessary if school personnel are to dispense medication at school or on field trips (including over-the-counter medication). This is applicable for short-term and long-term periods. All medication must be in an original, labeled container. This includes prescription and over-the-counter medication. All medication will be kept in a secure location. However, if the Physician's Authorization indicates that the student may possess and self-administer any medication, the student may have the medication in their procession. If this is the case, the parent must provide backup medication to the school that will be kept in a secure location (G.S. 115C 375.2) Parents may come to school to administer medication as well.

Students are not to have in their possession any kind of medication (including over-the-counter medications) while on the school grounds, unless so indicated on the Physician's Authorization.

In order to comply with G.S. 115C-375.2 Article 26A, the parent or guardian of any student who has physician's authorization to possess and self administer medication for asthma or anaphylactic reactions shall provide to the school:

- (1) Written authorization from the student's parent or guardian for the student to possess and self- administer asthma medication.
- (2) A written statement from the student's health care practitioner verifying that the student has asthma or an allergy that could result in an anaphylactic reaction, or both, and that the health care practitioner prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events.
- (3) A written statement from the student's health care practitioner who prescribed the asthma medication that the student understands, has been instructed in self-administration of the asthma medication, and has demonstrated the skill level necessary to use the asthma medication and any device that is necessary to administer the asthma medication.
- (4) A written treatment plan and written emergency protocol formulated by the health care practitioner who prescribed the medicine for managing the student's asthma or anaphylaxis episodes and for medication use by the student.
- (5) A statement provided by the school and signed by the student's parent or guardian acknowledging that the school administrative unit and its employees and agents are not liable for an injury arising from a student's possession and self-administration of asthma medication.

Other requirements necessary to comply with State and federal laws.

- (a) The student must demonstrate to the Director, or the Director's designee, the skill level necessary to use the asthma medication and any device that is necessary to administer the medication.
- (b) The student's parent or guardian shall provide to the school backup asthma medication that will be kept at the student's school in a location to which the student has immediate access in the event of an asthma or anaphylaxis emergency.
- (c) Information provided to the school by the student's parent or guardian shall be kept on file at the student's school in a location easily accessible in the event of an asthma or anaphylaxis emergency.
- (d) If a student uses asthma medication prescribed for the student in a manner other than prescribed, a school may impose on the student disciplinary action according to the school's disciplinary policy. A school may not impose disciplinary action that limits or restricts the student's immediate access to the asthma medication.
- (e) The requirement that permission granted for a student to possess and self-administer Asthma medication shall be effective only for the same school and for the school year and must be renewed annually.
- (f) No local board of education, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any act authorized by this subsection, or for any omission relating to that act, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing.

CFCI will have procedures in place to ensure compliance with G.S. 115C 375.2A, School Supply of Epinephrine Auto-injectors.


Revised 10-20-2014

Cape Fear Center for Inquiry Emergency Epinephrine Care Plan


Designated trained school personnel are authorized to use emergency epinephrine auto-injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at school sponsored event on school property. EPINEPHRINE AUTO-INJECTOR LOCATION:

FOR ANY OF THE FOLLOWING:


SEVERE SYMPTOMS




LUNG
Short of breath, wheezing, repetitive cough




HEART
Pale, blue, faint, weak pulse, dizzy




THROAT
Tight, hoarse, trouble breathing/ swallowing




MOUTH
Significant swelling of the tongue and/or lips



SKIN
Many hives over body, widespread redness




GUT
Repetitive vomiting, severe diarrhea




OTHER
Feeling something bad is about to happen, anxiety, confusion

OR A COMBINATION of symptoms from different body areas.


MILD SYMPTOMS




NOSE
Itchy/runny nose, sneezing



MOUTH
Itchy mouth



SKIN
A few hives, mild itch



GUT
Mild nausea/ discomfort

MILD SYMPTOMS: MORE THAN ONE BODY AREA:

- GIVE EPINEPHRINE**
- CALL 911**

MILD SYMPTOMS: SINGLE BODY AREA:

- Stay with the person
- Contact parent/guardian, physician, emergency contacts
- Watch closely for changes
- IF SYMPTOMS WORSEN: GIVE EPINEPHRINE CALL 911**

EPINEPHRINE AUTO-INJECTOR DOSE

☐ **EPINEPHRINE 0.3MG for PERSONS WEIGHING MORE THAN 66 POUNDS**

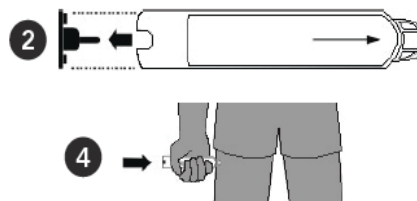
☐ **EPINEPHRINE 0.15MG JUNIOR for PERSONS WEIGHING LESS THAN 66 POUNDS**

- INJECT EPINEPHRINE IMMEDIATELY**
- Call 911. Tell them the person is having an anaphylactic reaction.**
- Lay the person flat, keep warm, and raise legs**
- If breathing is difficult or they are vomiting, let them sit up or lie on their side.**
- If symptoms do not improve, or symptoms return: repeat dose of epinephrine can be given 5-20 minutes after the first dose.**
- Transport to ER even if symptoms resolve.**
- Contact parent/guardian; emergency contacts**
- BE PREPARED TO ADMINISTER CPR**

TREAT A MINOR EVEN IF PARENTS CANNOT BE REACHED

EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS

- Remove the EpiPen Auto-Injector from the plastic carrying case.
- Pull off the blue safety release cap.
- Swing and firmly push orange tip against mid-outer thigh.
- Hold for approximately 10 seconds.
- Remove and massage the area for 10 seconds.





Preventing Allergic Reactions

There is no medicine or treatment that is available to prevent a food allergy reaction.¹ Prevention is a shared responsibility.

The only way to prevent an allergic reaction is to avoid the allergen (the food or substance that the child is allergic to). Here are a few important hints to avoid an accidental exposure that could cause an allergic reaction:

Food Allergies



Know a Child's Allergen – 8 foods are responsible for 90% of food allergy reactions. They are peanuts, tree nuts, milk, eggs, wheat, soy, fish and shellfish.²

Read Food Labels – Look carefully at food labels to be sure you aren't giving a child a food that contains an allergen. Look at ingredients carefully to be sure there are no "hidden" sources of allergen in a food ("whey" can cause a reaction in a child allergic to milk). Look for warnings that indicate that a food is prepared in a facility that may cause the food to come in contact with an allergen.³ Ingredients can change in a familiar product – read labels each time a food is offered!

Avoid Cross-Contamination – Don't serve bulk foods (from common containers in a grocery store) to a child with an allergy. Clean counters, Have separate utensils for food preparation to avoid spread of allergens (don't put a knife into a jelly to an jar after it's been in the peanut butter).⁴

Insect Sting Allergies



Avoid Areas with Insects – Stay out of areas that are prone to insects as much as possible. Wear clothing to cover as much of the body as possible.

Stay Away from "Scents" - Avoid using perfumes or scented products. Wear clean clothes (sweat may anger bees).

Latex Allergies



Be Aware of Products with Latex – Avoid latex in rubber gloves, balloons, rubber bands, erasers, elastic in clothing, bandages, hair brushes and toys.⁶



References: 1. NIH Medline Plus. Food Allergies: Symptoms, Diagnosis, Prevention and Treatment. <http://www.nlm.nih.gov/medlineplus/magazine/issues/spring11/articles/spring11pg24-25.html>. 2. Food Allergy and Anaphylaxis Network. <http://www.foodallergy.org/section/common-food-allergens1>. 3. Food Safety.gov. Have Food Allergies? Read the Label. <http://www.foodsafety.gov/blog/foodallergy2011.html>. 4. Food Allergy Initiative. At Home. <http://www.faiusa.org/page.aspx?pid=406>. 5. Centers for Disease Control and Prevention. Insects and Scorpions. <http://www.cdc.gov/niosh/topics/insects/>. 6. Fairview Health Sciences. Avoiding Latex. <http://www.fairview.org/HealthLibrary/Article/82555>.

465 Soliciting and Advertising

No person, agent, representative, or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or student of Cape Fear Center for Inquiry on the school grounds or during the school day without having first secured the written permission and consent of the Director or his/her designee. No advertising, announcement or e-mails, that does not concern educational matters or things of general community interest, shall be read to the students of the schools, or distributed in the school rooms or on the school premises.

Approved 7-21-09

467 Distribution Of Non-School Material To Students

Students and the educational program must be the focus of schools. It is, therefore, the policy of Cape Fear Center for Inquiry to create a non-public forum for distributing materials from outside organizations to be taken home by students. Staff shall be required to distribute only four types of materials to students to be taken home.

1. Materials from the Cape Fear Center for Inquiry.
2. Materials from agencies/departments with the towns, county, state or federal government and the state university system.
3. Materials from CFCI's Partnership.
4. Nonprofit organizations providing programs for youth that are primarily designed to promote fitness, cultural arts or academics consistent with the N. C. Standard Course of Study. Materials that primarily promote fund-raising activities by these nonprofit groups will not be approved.

Materials distributed through students shall contain no commercial advertising unless sponsored by groups indentified in numbers 1 – 4 above. No other organizations may require school staff to distribute materials to be taken home by students. The distribution of non-school materials should not interfere with instructional time. The Director or the Director's designee shall approve materials from all other school-related groups, as well as agencies, government branches and nonprofit organizations before distribution.

Staff members may share information with individual students to inform them about community resources to supplement the education provided by the school. Other than as authorized above, no materials shall be distributed or made available to students on CFCI grounds or using any mode of communication operated by the CFCI , except materials as may be allowed under Policy 467 Distribution of Materials By Students. This Policy shall not be construed as creating a limited public forum or a public forum. Any person or organization may appeal a decision of the director to disallow or restrict distribution of materials. The appeal must be in writing to the Director. The Director or his/her designee shall render a written decision within seven (7) business days of receiving the written appeal. If the person or organization is not satisfied with the written decision of the Director or designee, the person or organization may appeal in writing to the Executive Committee be place on the next School Board Meeting's agenda.

Upon receipt of a timely written appeal to the Board, the Board shall convene a hearing as soon as reasonably practical but not later than the next date on which the Board has a regular monthly meeting which is at least ten (10) days after the Board's receipt of the written appeal. The Board may determine, in its sole discretion, the procedures for the hearing subject to the following guidelines. The Board may decide to receive only written documentation and statements or it may allow live testimony of witnesses. The Board may or may not allow the appealing party and the Director or designee to be present and make verbal statements at the hearing. If the Board allows live testimony, it shall allow the appealing party to be present during the hearing and to be represented by counsel at the appealing party's expense. The appealing party has the right to submit documentation and statements to support its appeal. The appealing party has the burden of proof. The Board shall issue a written decision within three (3) business days of hearing the appeal.

Approved 7-21-09

468 Distribution Of Materials By Students

Students have a right, under the Constitution of the United States, to express their thoughts and opinions at reasonable times and places. However, certain kinds of speech, whether spoken, written or symbolic, may be prohibited or regulated at school. It is the policy of Cape Fear Center for Inquiry that students be allowed to distribute written materials at school or at sponsored events with the Director's or his/her designee's permission except as prohibited or regulated in this policy.

1. Students may not distribute any materials that are illegal, obscene, profane, lewd, vulgar, indecent, libelous, or likely to incite violence or serious disruptions of the learning environment.
2. Students may not distribute commercial advertisements or solicitations from non-school sponsored groups.
3. Students may not distribute any materials during instructional time or in a manner that interferes with instructional time or causes a disruption of the learning environment.
4. Students may not request or receive assistance from teachers or other school personnel in distributing materials pursuant to this policy.
5. Students may not be used as conduits by parents or others to distribute materials.

Students will be considered conduits for the distribution of materials when the primary motivation for the distribution rests with someone other than the student.

Approved 7-21-09