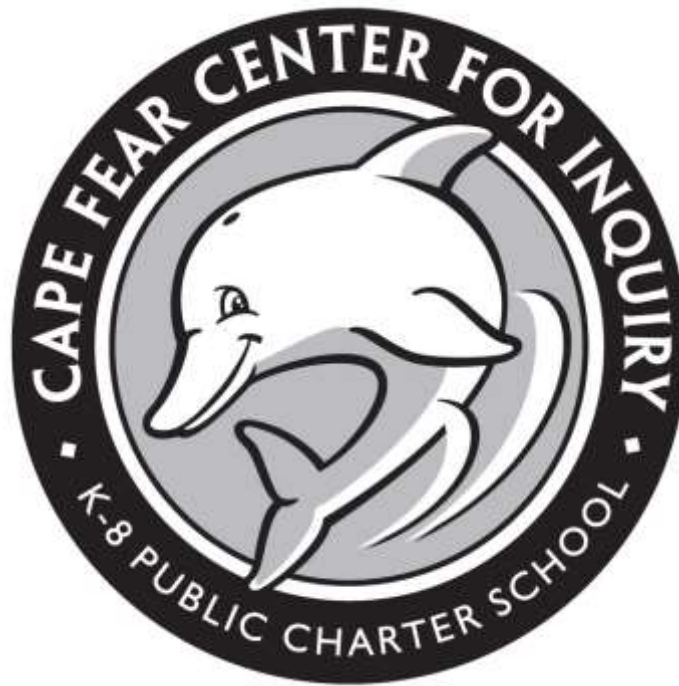


2019-2020
Handbook for
Students and Parents



2525 Wonder Way
Wilmington, NC 28401
910-362-0000
www.cfc.net

Cape Fear Center for Inquiry
Parent & Student Handbook

Visit our Parent and Student Portal for details and
additional information!

<https://cfc.net/alumni/parent-resources/>

<https://cfc.net/students/>

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Part I: General Information

All policies referenced are located at: <http://cfci.net/board-of-directors/cfci-board-policies/> on the CFCI website.

2019-2020 Cape Fear Center for Inquiry School Calendar																				
Board Approved: 1.15.2019																				
July 2019							August 2019							September 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	H	C	6					1	2	3	1	H	3	4	5	6	7
7	8	9	10		C	13	4	5	O	O	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	C	20	11	12	PDW	W	W	PDW	17	15	16	BD	18	19	20	21
21	22	23	24	25	C	27	18	W	★	21	BD	23	24	22	23	24	25	PDE	W	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
0 student days							9 student days							18.5 student days						
October 2019							November 2019							December 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5		3	4	5	6	△	8	9	1	2	3	4	5	6	W
6	7	8	9	10	11	12	10	H	12	13	14	15	16	8	9	10	11	12	13	14
13	14	BD	16	17	18	19	17	18	BD	20	21	22	23	15	16	17	E	V	V	21
20	21	22	23	24	25	26	24	25	26	W	H	H	30	22	H	H	H	V	V	28
27	28	29	30	PDE										29	V	V				
22.5 student days							16 student days							22.5 student days						
January 2020							February 2020							March 2020						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			H	V	W	4						1	1	2	3	4	5	6	7	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	BD	18	PDE	W	21
19	H	W	22	23	24	25	16	17	BD	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	PDE	W	29	29	30	31				
18 student days							18.5 student days							20.5 student days						
April 2020							May 2020							June 2020						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4	3	4	5	6	7	8	9	7	8	9	W	W	13	
5	V	V	V	V	H	11	10	11	12	13	14	15	16	14	15	BD	17	18	19	20
12	W	14	15	16	17	18	17	18	BD	20	21	22	23	21	22	23	24	25	26	27
19	20	BD	22	23	24	25	24	H	26	27	28	29	30	28	29	30				
26	27	28	29	30			31													
16 student days							20 student days							9 student days						
H/V School Closed- Holiday (H) Vacation W Teacher Workday (no school for students) PDW Professional Development Workday O End of Trimester PDE Professional Dev. Early Release (11:30)							△ Student Led Conferences C Office closed (summer hours) ★ First and Last Day of School O New staff orientation							BF Bookfair PTM Partnership (PTO) Meeting WF Winter Festival TT Turkey Trot BD Board of Director's Mtg						

You may also view our detailed CFCI Google calendar on our school web site www.cfci.net

Mission Statement

Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an integrated, inquiry-based curriculum in a nurturing and empowering environment.

Vision Statement

CFCI will foster academic and social inquiry based learning by enriching the state curriculum. We will facilitate research, communication and action through:

- community partnerships
- environmental education
- global connection
- technology
- wellness

Beliefs:

At CFCI, we believe that the whole child is more important than any single factor. We recognize physical, intellectual, emotional and social development as integral parts of each child's growth and learning process.

Therefore, we:

- focus on student inquiry because we believe that all children have an innate sense of wonder.
- design and provide hands-on, integrated and exciting learning experiences— through classroom and field experiences— because children learn best when they are actively engaged in making personally meaningful connections.
- are committed to a small student-teacher ratio because this is the best way to create communities of learners.
- nurture our students to be independent, lifelong learners by increasing responsibility for their learning,
- appreciate diversity among learners because we value the uniqueness of each child.
- aggressively prepare our students to become effective communicators, critical thinkers and creative problem solvers because problem solving is a natural part of everyday life.
- implement a comprehensive social curriculum because children learn best in a safe and caring environment where every child is respected and valued.
- rely on mutual support of home, school and community. Communication and family involvement are vital to ensuring student growth. We agree that nurturing and educating children are monumental tasks that require the collaborative efforts

Inquiry is a rigorous discovery process driven by curriculum and curiosity that requires Exploration, Analysis and Problem-solving.

School Mascot and School Colors

Our school mascot is the dolphin named Riptide. Our school colors are navy blue, teal and silver.

Inquiry: (CFCI POLICY #225)

CFCI's teaching methods do not look like those of traditional schools. CFCI teachers and administration work to implement new methods such as inquiry-based instruction, alternative assessment techniques, and providing student choices, as well as other innovative initiatives. We ask that parents support us in making our school of choice different and innovative.

Inquiry-based learning is a meaningful process. In this process:

STUDENTS are actively exploring interests and taking ownership of their learning through

- asking questions
- working together
- thinking and problem solving
- reflecting and sharing new understandings

While TEACHERS are creating a safe environment by

- accepting mistakes
- respecting students' ideas
- sharing leadership with students

And are guiding student learning by

- knowing students well enough to address individual needs and interests
- helping students make new connections
- nurturing a sense of wonder
- encouraging students to create their own understanding

Who We Are/Non-Negotiables (CFCI POLICY #230)

The faculty at CFCI came together during the 2003-2004 school year to create the following statements about who we are. They support the mission and vision and further clarify the fundamental beliefs of our school community.

- We foster inquiry-based teaching and learning, creativity, and personal growth for all members of the school community.
- Children are the heart of the school and all decisions take into consideration their individual physical, intellectual, social and emotional needs.
- Learning is a continuous process, enhanced by experience. We will always be "becoming."
- Because we have a unique opportunity to be professional decision-makers, our professional responsibility and accountability are paramount.
- Learning is joyous.
- All members of our learning community are encouraged and expected to continue learning.
- We work to create a community in which we foster open communication in order to grow professionally and to resolve conflict.
- We actively seek to show that our students are learning and we are able to explain our teaching and the inquiry process. We are accountable to our students and their parents, each other as faculty members, the Board of Directors, the larger professional community, the State of North Carolina (DPI) and the local community at-large.
- We are a unified group of diverse thinkers.
- We are expected to be involved in decisions that affect our school and our classrooms.
- We are creative as problem solvers and teachers.
- We promote the care and respect of others

Teacher/Staff Directory

Name	Position	Name	Position
Joanne Brinkley	Kindergarten	Joanne Cress	Technology Teacher
Shannon Shanks	Kindergarten	Wes Rose	Music/Band
La'Kisha Jordan	1 st Grade	Megan Hayes	PE Teacher
Samantha Deprisco	1 st Grade	Happy Jones	Art Teacher
Michele Hair	2 nd grade	Tracy Cordon	Spanish Teacher
Jennifer Medwick	2 nd grade	Michal Cohen	School Counselor
Lisa Sharpe	3 rd grade	Jenny Campbell	School Counselor
Austin Adams	3 rd grade	Jennifer Anderson	Teaching Assistant/ Makerspace
Patrick Donley	4 th grade	Jennifer Fite	Teaching Assistant/ Interventions
Cathi Mintz	4th grade	Amy Castrovinci	Teaching Assistant
Nancy Kachadurian	5th grade	Bobbi Costy	Teaching Assistant
Jennifer LaFleur	5th grade	Michelle Scibetta	Teaching Assistant
Sarah McCorcle	6 th grade English language arts/humanities	Clarissa Howe	Teaching Assistant
Carla Bromstead	6 th grade math and science	Angie Holt	Teaching Assistant
Ali Moore	7 th Grade ELA and Social Studies	Jeanne Turner	EC Teaching Assistant
Kim Carr	8 th Grade ELA and Social Studies	Theresa DeLange	EC Teaching Assistant
Ruben Echavarria	7 th & 8th grade math	Coming Soon	EC Teaching Assistant
Brandt Hart	7th & 8 th grade science	Nikki Lewis	EC Teaching Assistant
Kelly Rooney	Exceptional Children	Ben Rose	Front Office Administrator/
Kristen Gray	Exceptional Children	Susan Bolger	Office Assistant
Gina Faragher	Exceptional Children	Lori Roy	Director
Jess Frank	Exceptional Children	Kim McCormick	Curriculum Coordinator
Kelli Leiner	School Psychologist	Alan McNaughton	Coordinator of Student Services
Brittany Kirchner	Speech Therapist	Kathy Coke	Business Operations Coordinator
Lila Jacobs	Speech Therapist	Michael Zentmeyer	Human Resources Coordinator
Paul Allen	Network Engineer	Lisa Cole	MTSS Coordinator/ Intervention Specialists
		Christina Born	Intervention Specialist

Volunteering at CFCI (Policy # 283 Use of Volunteers)

Visit: <https://cfc.net/volunteer>

CFCI values the presence of volunteers who support its educational programs and activities. Therefore, the Board of Directors authorizes the use of volunteers when they perform duties on behalf of the CFCI as authorized by the director.

- 1. Application of the Policy.** The requirements of this policy shall apply to individuals who wish to volunteer at CFCI. This policy shall not apply to staff members, incidental school visitors, and other individuals who are visitors to CFCI and have no ongoing individualized interaction with a student or students. This includes, but is not limited to: individuals who help with classroom or graduation parties, or similar activities; individuals who have been invited to speak at a class or assembly, to judge academic competitions, to give a musical or other artistic performance, or participate in a specific school program for a day provided there is direct supervision of the event by regular CFCI employees.

Student visitors requesting to come to CFCI will be screened by the director or designated staff member prior to visiting. These students will not be required to complete a volunteer application.

- 2 Volunteer Requirements.** All prospective volunteers (other than those listed above, to whom this Policy does not apply) shall complete a Volunteer Application and sign the Volunteer Agreement.

LEVEL 2 Volunteers work with individual students, small groups or supervise the whole class outside of the direct supervision of the teacher or CFCI staff members. In addition to the Volunteer Application and Volunteer Agreement, LEVEL 2 Volunteers must have a criminal background check completed and on file. Directions for completing the criminal background check are detailed on the Volunteer Application.

LEVEL 3 Volunteers drive groups of students on CFCI fieldtrips, in addition to activities listed for Level 2 Volunteers. LEVEL 3 Volunteers must have a Volunteer Application, Volunteer Agreement criminal background check AND a copy of current driver's license and proof of insurance.

3. Background checks.

No background information is an automatic bar to volunteer work for CFCI unless otherwise provided by statute or regulation. Instead, the information obtained will be considered in view of all relevant circumstances and a determination made whether volunteering would be inconsistent with the safe and efficient operation of CFCI, recognizing the need to protect children.

Criminal background checks will be reported to the Human Resource Coordinator who will review the results. Results will be kept strictly confidential and only shared with the Director when it is decided to disqualify a volunteer.

Even if no statute or regulation provides that particular background information uncovered is an automatic bar to volunteer work in a particular circumstance, a volunteer may be disqualified where:

- The potential volunteer fails to provide necessary information, or provides false information, in connection with CFCI's screening requirement.
- CFCI considers the information relevant, and disqualifies the volunteer after consideration of circumstances which may include, but not be limited to:
 - Time, nature, and number of matters disclosed
 - Facts surrounding each such matter
 - The relationship of the matter to the service to be provided by the applicant
 - Length of time between matters disclosed and application
 - Volunteering/employment history before and after the matter
 - Efforts and success at rehabilitation as well as the likelihood or unlikelihood that such matter may occur again
 - The likelihood or unlikelihood that the matter would prevent the applicant from performing the position in an acceptable, appropriate manner consistent with the safety and welfare of children

4. Volunteer activities. All volunteer activities shall be conducted under supervision of CFCI staff who will determine the schedule, work location and duties of volunteers. Based on the results of the criminal background check, a volunteer may be approved for some activities but not others. If such is the case, the relevant staff members will be informed on a need to know basis.

5. Access to Student Information/Confidentiality. CFCI may provide volunteers student information necessary for accomplishment of their duties to the extent authorized by law. CFCI shall use all available methods to ensure that volunteers have access only to such student information and records in which they have a legitimate educational interest because the information is necessary to effective performance of their duties as a volunteer.

As a condition of such provision of information, CFCI shall ensure that prior parental permission has been secured for the release, or the volunteer is considered a “school official” because:

- The volunteer performs an institutional service or function for which the institution or agency would otherwise use employees
- The volunteer is under the direct control of the agency or institution, and,
- The volunteer has signed the CFCI Volunteer Agreement.

6. Denial/ Exclusion/ Revocation of Status. At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave campus.

The Director or designee has the right to deny or revoke any person’s volunteer status at any time.

The Director or designee shall be responsible for investigating and resolving complaints regarding volunteers.

7. Procedures. CFCI shall develop and implement procedures for registering the presence of volunteers in the building, and utilizing the services of volunteers. Volunteer Applications and Agreements will be kept on file.

Part II: Student Attendance & Tardies

General Requirements (CFCI POLICY #405)

The foundation of our school is experience driven, inquiry learning that primarily happens 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:** When the absence results from illness or injury which prevents the student 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:** When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is 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:** When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.
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. . (S.L. 2010-112)
7. **Student Educational Opportunity:** When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.
8. **Local School Board Policy:** LEAs may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day during the current school year.

9. **Absence related to Deployment Activities:** - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115C-407.5 Article V (E))
10. **Child Care:** Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent are to be coded excused (lawful). (G.S.115C-375.5)

NOTE: PowerSchool Codes are listed in Appendix C.

NOTE: Suspension is not included in this list of Lawful (excused) absences but the “3” code for suspension is to be coded/mapped as an excused absence in the school’s student information tracking system which is currently PowerSchool.

Procedure for requesting an excused absence for a Student Educational Opportunity:

1. The parent or legal guardian should request a form entitled “Student Leave for Educational Opportunity” from the front office or obtain this form from our website.
2. The parent or legal guardian should complete and return the form to the front office. Both the parent(s) or legal guardian and the student should sign the form. The front office administrator or assistant will stamp the form indicating the date received.
3. The form must be received by the front office at least 10 school days prior to first date of the absence. If the form is received at least 10 days prior to the absence, the front office will forward the form to the student’s teacher.
4. The teacher and Director or designee will review the request and either approve or not approve the request based on the information provided on the form. If approved, the teacher will initiate the form to indicate the missed work to be completed and/or the inquiry project to showcase the educational opportunity.
5. The final determination of whether or not the absence is excused will be contingent on the student completing the assigned work listed on the makeup work form by the due date. Failure to do so will result in the absence being unexcused.

Unexcused Absences

Absences for reasons other than those listed above will 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 office@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 the front office.** Failure to do so will result in the absence being recorded as unexcused.

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

1. After the **third** unexcused absence, the Director or 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 be by 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 family's 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 to 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 violations of the Compulsory Attendance law will be mailed to the parent and shall state that the parent may be prosecuted under the law if these absences cannot be justified under established policies (see G.S. 115C-378).
- b) A copy of the notice will be provided to the counselor and classroom teachers who will work with the student and family to remedy the problem. If warranted, the counselor or Director may take legal action.

****Please keep in mind that any member of the Attendance council can request a meeting at any time to review/revise the plan.**

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 not 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: (§ 115C-378)

The Attendance Council will reconvene when a student reaches 20 total absences (excused or unexcused). School attendance most often directly correlates with successful academic and social performance which will be discussed with the Council. 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.

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 8:05 a.m. If a child arrives at school after 8:05 a.m., a parent must come into the building to sign him/her in at the front office.

Reasons for excused tardies:

- Doctor appointment
- Dental appointment

Excessive Tardy Procedure

- After the **seventh** unexcused tardy, the school counselor or designee shall email or call the parent/guardian to share and/or develop resources to help the student arrive on time to school.
- After the **fifteenth** 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 and a supportive planning meeting will take place. The team will develop a plan to decrease the number of future tardies.
- After the **twenty-fifth (or before if needed)** unexcused tardy, the Director shall notify the parent/guardian of the date and time that the Attendance Council will meet to discuss possible courses of action.

If at mid-year, you are between 0-15 tardies, your count and notifications will start over for second semester. If you are already working with the school counselor, he/she will continue to work with your family to ensure tardies continue to decrease.

EARLY CHECKOUTS

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. Parents should allow time for following the procedure above.

To ensure a safe and orderly dismissal, checkouts are not permitted after 2:30 PM.

If you have a request for a reoccurring doctor/medical appointment, please reach out to the Director as soon as possible for approval and to set up a plan with your child's teacher.

Student Release

Each student must have on file 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. **Any person picking a student up should be prepared to show ID.**

Part III: Transportation

Transportation Plan (CFCI CHARTER)

When the founders of CFCI set priorities in how resources would be utilized, they chose to emphasize quality teachers and safe facilities over providing an elaborate transportation system for students. That means the school does not provide buses or vans for transportation. All parents are asked to provide transportation to and from school. Neighborhood car pools are encouraged. According to NC Charter School Law (§ 115C-238.29A), each charter school “shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located.” CFCI’s transportation plan is to provide a means for parents to generate their own carpool connections if transportation is an issue. A student’s parent(s) or legal guardian is ultimately responsible for transportation to and from CFCI.

Arrival at School

Students should arrive at school by 8:00 am. Classes begin morning activities at 8:05 and students need time to unpack and get ready for the day. Early morning care is available from 7:30 am to 7:55 am on an as needed basis. Students should not be on campus prior to 7:30 am because there is no one available to supervise them and the building is not open before 7:30. **All cars must enter and exit through the Wonder Way entrance.**

Morning Walk-up Procedures:

- Parents can park at the APT Church and walk up to the main building to drop off their children in the morning. Please stay on the sidewalk and safely cross with the help of the crossing guard. Parents please hold your children’s hands and be in control of your children at the crossing.
- **CHURCH AND CFCI EXPECTATIONS FOR WALKERS:** Please do not cut across the back of the retention pond area beside the parking lot by Willie Stargell. **This property belongs to the church and they graciously let us use their parking lot and facility. We do not want to jeopardize that relationship.**

Car line

- Enter only on Wellington to Wonder Way. **DO NOT enter through the Shipyard Blvd entrance.** This entrance is for emergency vehicles and staff ONLY.
- Stacking will be single file on Wonder Way keeping to the right. Please do not block the church driveway or the Willie Stargell driveway.

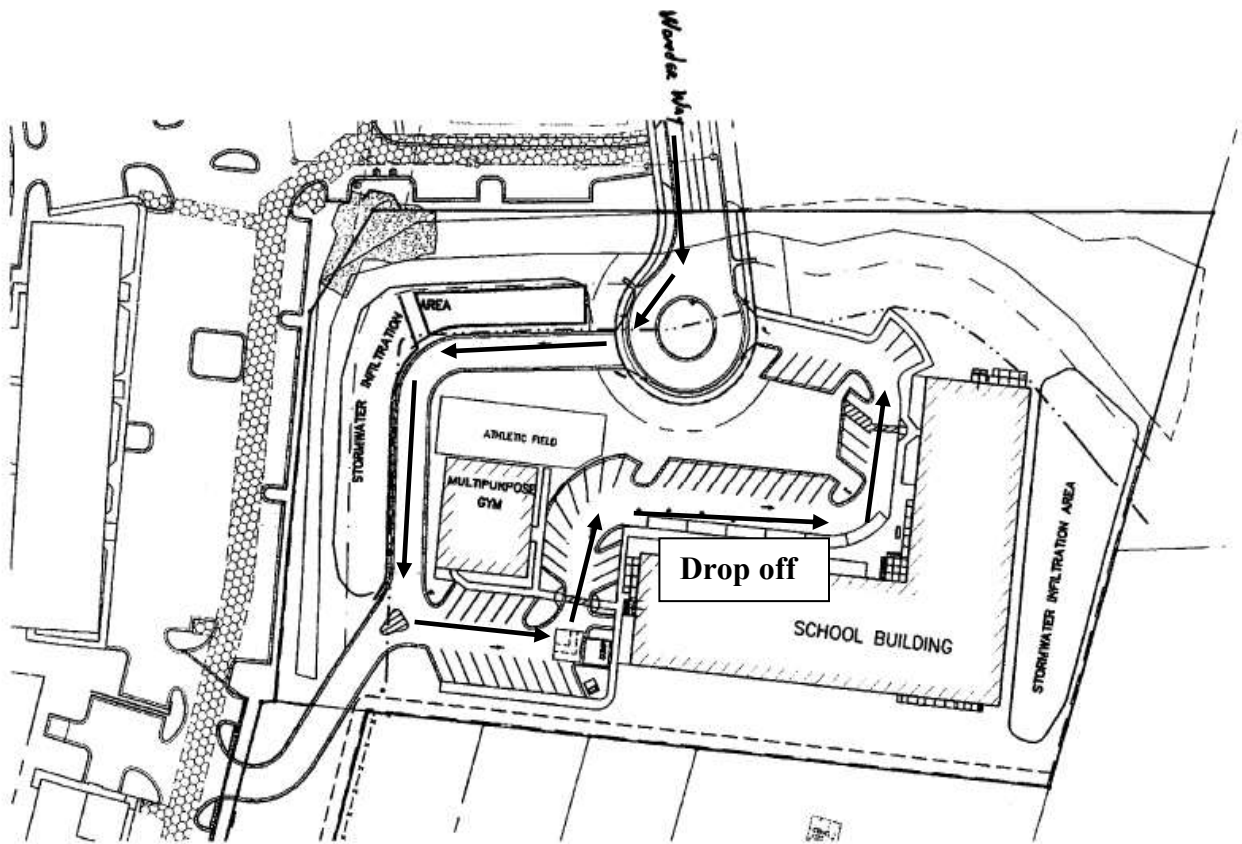
Morning Arrival

- Once your vehicle enters the CFCI drive way, stay right.
- Enter the coned off area to the right once you reach the building pulling up to the very end of the school building.
- Your student(s) should exit their vehicles quickly and proceed to the main entrance of the school.
- Please continue back out to Wonder Way to exit the campus.

Bicyclist

- Use the sidewalk while on CFCI property at all times
- Lock bicycle on the bike rack.

Morning Drop Off



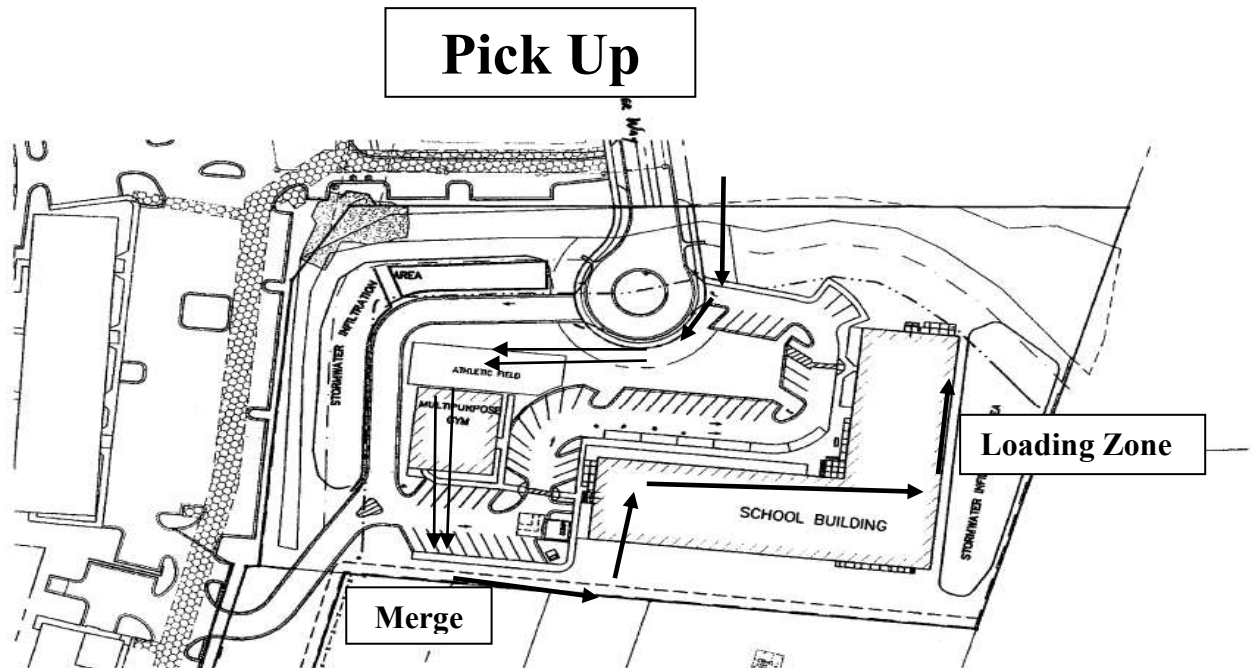
Transportation Changes

- Please notify the school **before** 2:30 PM if there are any changes in your child's method of transportation from school.

After School Pickup

- Walkers and bikers will be dismissed at 3:00pm. Walkers will be dismissed to the multipurpose building and bikers must go immediately to their bikes and leave the campus
- All persons picking up students in the Multipurpose Room (MPR) **must** be prepared to show ID and **must** be on the approved pick up list for those students.
- All persons picking up students in the carline **must** have a *current* decal located in the top passenger side window. If a car does not have a sticker, the caller will ask them to park and sign out their student in the MPR.
- Each family is assigned 2 decals, but more can be purchased for \$1.00.
- The caller will begin calling car pick up students at 3:05pm
- Once your vehicle enters the CFCI drive way, both lanes will be stacked.
- A staff member will be at the island turn across from the back entrance (Shipyard driveway) calling student's out with a radio and directing families to merge.
- Please stay to the left after the island to let the after school vans in. The vans will pull up to the school in the coned off area.
- Once cars pass the turn at the main entrance of the building, please move in to the loading area in front of the K-3 side of the building.
- Children are to enter their cars ONLY by K-3 loading zone. Students should not get into their cars outside of this zone—it is a safety hazard.
- Please do not call to your child or blow the horn.
- For safety, please have your child enter the car from the passenger side only. Having student walk around cars to the driver side presents a potential hazard.
- If your child does not come when called, you may be asked to pull forward to a waiting area
- To facilitate traffic flow, when exiting Wonder Way from pickup please turn RIGHT on Wellington. You may either continue to 17th St. or turn left on Silver Stream and then left on Medical Center to get to Carolina Beach Rd.

Please be on time for pick up and discuss these procedures with your child.



Dismissal is not a time for parents to conference with teachers. The teachers are trying to make sure that every child gets home safely. It's a busy time of the day and the teacher cannot give parents his/her full attention. Please contact your child's teacher to arrange a time to have a parent conference. Remember: you may have "just a quick question," but if several other parents do this also, the teacher's ability to take care of the students is seriously diminished. Be respectful of the teachers' need to focus on the students at dismissal.

Walk Up Procedures for Afternoon Dismissal:

- Parents can park at the APT Church and walk up to the multipurpose building to collect their children at dismissal. Please stay on the sidewalk and follow the orders of the crossing guard. Parents please hold your children's hands and be in control of your children at the crossing.
- **CHURCH AND CFCI EXPECTATIONS FOR WALKERS:** Please do not cut across the back of the retention pond area beside the parking lot by Willie Stargell. **This property belongs to the church and they graciously let us use their parking lot and facility. We do not want to jeopardize that relationship.**
- **All persons picking up students in the Multipurpose Room (MPR) must be prepared to show ID and must be on the approved pick up list for those students.**

After School Vans

If your child will be riding a van to an after school care provider, it is your responsibility to call the van service if your child will not be riding that day.

Part IV: Behavior Expectations, Procedures and Social Curriculum

Social Curriculum and Behavioral Expectations (CFCI POLICY #410)

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/Morning Meeting. 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 regain self control. 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 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 an opportunity to regain self-control 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 11:30am, the consequence will be documented as a suspension from school due to the fact that they did not complete a legal day of school. Parents are partners in upholding our social curriculum at CFCI. If a 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.

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.

Comprehensive Student Discipline Program (CFCI POLICY #420)

I. INTRODUCTION

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Most discipline issues should be handled in the classroom. Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. All staff members are expected to adhere to the [Guiding Behaviors Document](#) and utilize [Responsive Classroom](#) as a classroom management model.

II. DEFINING INTERVENTIONS/CONSEQUENCES

Adherence to the school-wide rules is expected. Failure by students to behave as required will result in specific logical consequences, further consequences and interventions. Interventions are proactive strategies to address behavior(s) that are impeding learning of the student or others. Different students need different interventions. Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

III. CORPORAL PUNISHMENT ([per § 115C 390.4](#))

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. Notwithstanding the prohibition on the use of corporal punishment, school personnel may use physical restraint in accordance with federal law and G.S. 115C-391.1 and reasonable force pursuant to G.S. 115C-390.3.

IV. ACTIONS SUBJECT TO DISCIPLINARY ACTION DISRUPTION OF THE EDUCATIONAL PROCESS

Students may not disrupt the educational process, and disruption of the educational process is an infraction and is subject to disciplinary action. Below is a list of actions that disrupt the educational process. This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school personnel. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow state guidelines.

a. SUBSTANCE ABUSE AND TOBACCO

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.

b. PUBLIC DISPLAYS OF AFFECTION

Inappropriate public displays of affection will not be tolerated.

c. BODILY HARM/INJURY

Administration will take all factors into consideration including age and the developmental level of students, when making determination as to the type and intensity of the consequences for bodily harm.

d. MULTIPLE REFERRALS

CFCI is committed to creating a safe learning environment free of disruption and distraction. When behavioral concerns continue to occur after logical consequences and interventions, it may have the potential to be progressively more serious and/or problematic, warranting a higher level of intervention. Students will receive increasing severe consequences for repeated infractions even if they are of a less severe nature. *Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.*

e. THREATS

A threat is an expression of intent to harm another person or themselves. Threats may be spoken, written, or gestured. Threats may be direct or indirect, and need not be communicated directly to the intended victim or victims. Once a threat is reported to a staff member, an investigation will be conducted by school administration to determine as quickly as possible if the threat is transient or substantive. Possession of a weapon on school grounds is will be presumed to be a threat. As part of the investigative process, a threat assessment could be conducted using a research-based tool. Based on the outcome of the threat assessment, law enforcement could be notified. Once the investigation is complete, a plan of action will be created by the threat assessment team, which consists of the Director, Assistant Director, Counselor and one or more classroom teacher(s).

DISCIPLINARY CONSIDERATIONS STUDENTS WITH DISABILITIES

Students with disabilities are not immune from the district’s disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement, the following considerations must be addressed:

- When considering a total number of suspension days that exceeds 10 school days, an Individualized Education Program (IEP) Team, or 504 team as appropriate, must first determine whether the behavior of concern is a manifestation of the student’s disability.
- If the outcome of manifestation determination determines that the behavior is *not* a manifestation of the student’s disability, disciplinary actions may be taken in accordance with the procedures in this policy.

- If the team determines either that the behavior is related to the student's disability, then the student may not be suspended and a team meeting must be convened to discuss changes to the student's plan .
- Any suspension that excludes a student from his/her special education services must be counted when calculating the total number of suspension days.
- The decision to remove a student from his/her services will be made on an individual basis.
- Procedural safeguards outlined by the US Department of Education will be followed.
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.

Manifestation Determination Process

- When a student with a disability, suspected or documented, receives the 11th day of suspension within a school year, a parent/teacher meeting must be conducted to determine if the behavior that lead to the 11th day of suspension has a direct or substantial relationship to the disability. A meeting is necessary prior to the 11th day of suspension regardless if it is a suspension for a single incident or an accumulation of several short-term suspensions for several incidents.
- All manifestation determination meetings will follow state and federal requirements.
- In the event that a parent does not agree with the outcome of the Manifestation determination meeting, he or she may appeal, in writing, to the director of the school for a review of the relevant information. The director may request that the meeting be reconvened or uphold the original outcome.
- If the parent does not agree with the outcome of the manifestation determination appeal, he or she may follow state guidelines for a due process request.

STUDENT REFERRALS/INCIDENT REPORTS. From time to time, an incident may occur that, does not necessarily lead to an office referral. In these instances, a classroom referral form will be completed for documentation. Consequences appropriate for incidents will be assigned by the classroom teacher.

When an office referral is needed, the teacher will complete an office referral form. The following consequences may be assigned for office referrals:

- **SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES.** Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year. Participation in extra-curricular activities is a privilege offered to and earned by students. Because participants are serving as representatives of their school and community, their

conduct is expected to exemplify high standards at all times. Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.

- **IN-SCHOOL SUSPENSION** (removal from setting and/or loss of privileges to an alternative supervised area). Students are responsible for keeping their class work current. Student will be allowed to make-up class work, homework, quizzes, etc. Students may or may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority. Parent/administrator contact and disciplinary notice issued.
- **SHORT-TERM SUSPENSION.** (removal from the entire school setting for a period of time not to exceed 10 school days). Short-term suspension will be at the discretion of the Director or designee and will address behaviors that disrupt the educational process. Administrators may impose Interventions/Consequences beyond the minimum mandatory in order to maintain the safety and security of the school population. In the event a short-term suspension is assigned, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- **LONG-TERM SUSPENSION** (removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester). Similar to a short-term suspension, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day. If the student/parent would like to contest the long-term suspension, the student will be given the opportunity for a due process hearing prior to the 11th day of suspension. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- **EXPULSION** occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Expulsion is the removal of a student from all school-related activities for a period of 365 calendar days. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- **REIMBURSEMENTS/RESTITUTION.** Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities (i.e. bathrooms, Chromebooks, desks, etc.), damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.
- **REFERRAL FOR LEGAL ACTION.** Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.

ACTIONS WHICH MAY RESULT IN SUSPENSION AND COULD RESULT IN EXPULSION

- a) **WEAPONS-** Use of or threatening with a firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike” object that resembles an object that has a potentially violent use, with intent to cause bodily harm. This specifically includes “look-alike” guns and knives, such as toys or the sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).
- b) **ARSON** – Category II Starting a fire resulting in damage to property over \$100.00 to property or starting a fire resulting in injury to a person.
- c) **SEXUAL OFFENSES** Committed or attempted to commit sexual assault or sexual battery (see aggravated assault) or repeated sexual harassment including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that can be deemed as a threat.
- d) **ACTS OF VIOLENCE** Cause or attempt to cause physical injury to a staff member including:
 - a. Bomb threats
 - b. Repeated fighting
 - c. Causing physical harm to another person
 - d. Rioting or gang fighting
- e) **FIREARMS-** The possession, selling or otherwise furnishing a firearm or firearm look-alike or any explosive device as defined in general statutes.
- f) **SALE/DISTRIBUTION/USE/POSSESSION OF CONTROLLED/ILLEGAL SUBSTANCES, ALCOHOL, AND TOBACCO PRODUCTS (including vaping)**- Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes or the use and/or possession of drugs, alcohol, or any intoxicant (including vaping).
 - a. First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by administration.
 - b. Second Offense – Suspension pending referral to Disciplinary Hearing
 - c. All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

- g) **CONTRACT VIOLATION** The student's refusal to comply with expectations, policies, and procedures as set forth in a contract and agreed upon by student, parent, and school representative.
- h) **BULLYING/HARASSMENT-** Bullying is a series of deliberate and hurtful actions inflicted by one or more students who are perceived to be or are actually stronger, more confident, and/or more aggressive than the person(s) being bullied. Bullying can be: physical, verbal, social/relational and /or sexual harassment. This includes cyberbullying. Reporting bullying is a CFCI and State Board requirement. See Policy 257 for details.

DISCIPLINARY HEARING

- In the event a parent or guardian wishes to contest a long-term suspension or expulsion, he or she must submit, in writing, a request for a hearing within 3 days of written notification of the suspension. A hearing will be convened before a hearing panel, within a timely manner. A hearing panel will consist of three board members, including one community board member. Provided the parent makes the request within the 3-day window, the student long-term suspension will be pending the outcome of the hearing.
- The Hearing Panel must determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing and choose to implement one of the following outcomes:
 - Uphold the school's recommendation for a long-term suspension
 - Modify the long-term suspension
 - Reject the long-term suspension recommendation
- The following procedures shall apply to Hearing Panel hearings:
 - a. The right of the student to be represented at the hearing by counsel or a non-attorney advocate;
 - b. The right of the student to be present at the hearing, accompanied by his or her Parents;
 - c. The right of the student, Parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges except when the release of names or other information could create a safety risk for a witness;
 - d. The right of the student, Parent, or the student's representative to question witnesses appearing at the hearing;
 - e. The right of the student to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as the student's discipline and

academic history, the potential benefits to the student of alternatives to suspension, and other mitigating factors;

- f. The right of the student to have a record made of the hearing;
- g. The right of the student to make his or her own audio recording of the hearing; and
- h. The right of the student to a written decision, based on Substantial Evidence presented at the hearing, either upholding, modifying, or rejecting the recommendation of the long-term suspension and containing at least the following information:
 - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - ii. Notice of what information will be included in the student's official record pursuant to N.C.G.S. §115C-402.

ACTIONS TO BE REPORTED TO LAW ENFORCEMENT ([*per § 115C-288*](#))

To Report Certain Acts to Law Enforcement and the Board Chair. - When the Director has personal knowledge or actual notice from school personnel that an act has occurred on school property involving: assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency.

Any of the above reportable offenses may result in suspension, long term suspension or expulsion.

*Revised Policy 420 combined former policies:
420- Comprehensive Student Discipline,
422- Weapons, Violence and School Safety,
424- Drug, Tobacco and Alcohol Use by Students,
426- Corporal Punishment*

PROHIBITION OF DISCRIMINATION HARASSMENT AND BULLYING

(CFCI POLICY #255/257)

The CFCI Board of Directors acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying:

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying. Students are expected to comply with the behavior standards established by board policy and the student code of conduct. Employees are expected to comply with board policy and school regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (CFCI Board policy 410 and 420). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the director to address the behavior.

2. Retaliation

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

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and

regulations, the director shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

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

1. in any school building or on any school premises before, during or after school hours;
2. on any vehicle as part of any school activity;
3. during any school-sponsored activity or extracurricular activity;
4. at any time or place when the individual is subject to the authority of school personnel; and
5. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

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

2. Harassment and Bullying

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

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

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

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

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or

mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying. It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

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

- (1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
- (2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- (3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

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

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression,

intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

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

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with policy 257 Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

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

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

F. NOTICE

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

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 255, Prohibition of Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

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

2. Complaint

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

3. Complainant

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

4. Days

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

5. Investigative Report

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

6. Investigator

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

7. Report

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

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 255 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

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

3. Anonymous Reporting

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

4. Investigation of Reports

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

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

1. Filing a Complaint

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

- a. the Director
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the Human Resources Coordinator if the alleged perpetrator or alleged victim is an employee of the school
- d. any member of the Administrative Team

2. Time Period for Filing a Complaint

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

3. Informal Resolution

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

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

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows:
 - i. If the alleged incident occurred under the jurisdiction of the Director, the investigator is the Director or designee, unless the alleged perpetrator is the Director, or a member of the board. If the alleged perpetrator is any other employee, the Director or designee

shall conduct the investigation in consultation with the Human Resources Coordinator or designee.

- ii. If the alleged perpetrator is the Director, the Human Resources Coordinator shall bring the matter to the Executive Committee of the board who will serve as investigator.
- iii. If the alleged perpetrator is a member of the board, the Executive Committee is the investigator. If the alleged perpetrator is a member of the Executive Committee, that person shall be excused from the investigation.

- b. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
- c. Written documentation of all reports and complaints, as well as the school's response, must be maintained in accordance with standard administrative procedures.
- d. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 255. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.
- b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school. Any complaints withdrawn to protect confidentiality must be recorded in accordance with standard administrative procedures.
- c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the Director.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;

- ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
 - c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
 - d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 255. If the corrective steps involve actions outside the scope of the investigator's authority, the Director will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
 - e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.
- 4. Appeal of Investigative Report
 - a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the Executive Committee of the Board of Directors in accordance with the procedure described in subsection E.4.b below. The appeal must be submitted in writing within five days of receiving the investigative report. The Executive Committee may review the documents, conduct any further investigation necessary or take any other steps it determines to be appropriate in order to respond to the complaint. The Executive Committee shall provide a written response within 30 days after receiving the appeal, unless further investigation is needed.
 - b. If the Executive Committee was the investigator, the complainant may appeal to the Board of Directors within five days of receiving the Executive Committee's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing in closed session. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

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

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

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the director designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the director or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by standard administrative procedures.

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.

Academic Integrity (CFCI Board Policy # 415)

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.

Dress Code

The CFCI Dress Code, a part of our student code of conduct, is an important aspect of our school's culture. Pride in one's appearance is important to fostering good self-esteem and a positive attitude toward school and others. Therefore, the students at CFCI are expected to attend school in a clean and well-presented manner, wearing clothing consistent with our dress code policy. Parent adherence to the policy is important in fostering student responsibility, self-respect, and a sense of community.

Teachers and students will thoroughly discuss the dress code at the beginning of each year. Students and parents will be informed of the dress code and provided with the opportunity to sign the dress code policy.

CFCI has 2 dress codes, one for students in grades K-3 and one for students in grades 4-8. These dress codes were a collaborative effort between students and teachers.

K-3 Dress Code

Students should be dressed in clothing that is appropriate for the school day including learning and active play. This includes safe and comfortable clothes that are suitable for the weather and a variety of settings (outside, the playground, the classrooms - whether sitting in chairs or on the carpet, and other work spaces).

- Close-toed shoes are required for safe play outside.
- Apparel should not advertise any inappropriate content for a school setting.
- Hats and sunglasses are not allowed in the school building.
- **Undergarments should not be shown at any time.**
- **Midriffs should not be shown at any time.**

If a student's clothing is inappropriate, the teacher will have the discretion to address any offenses/violations of the dress code in a respectful manner which may include a phone call to the parent(s).

4-8 Dress Code

Students should be dressed in clothing that is appropriate for the school day including learning and active play.

- Bottoms should be no shorter than mid-thigh in length (halfway between a student's hip and their knee).
- Sport shorts that are shorter than mid-thigh/running shorts/spandex can only be worn during athletic events (Rip Tide Runners, Field Day).
- Leggings/jeggings and yoga pants can only be worn with tops that cover a student's bottom/front (pelvic area).
- Tank type shirts should have straps that are at least 2 fingers in width (or approximately 1 ½ inches in width).

- Apparel should not advertise violence, tobacco or alcohol use, nor contain sexual content or profanity.
- Hats and sunglasses are not allowed in the school building.
- No flip flops for active play.
- **Undergarments should not be shown at any time.**
- **Midriffs should not be shown at any time.**

Teachers will have the discretion to address any offenses/violations of the dress code in a respectful manner, based on the guidelines below.

1st offense: A private one on one conversation with the student.

2nd offense: Another conversation with the student and a phone call to the student's parent(s).

3rd offense: The student will be given the option to change clothes if they have them, and parents will be notified. Parents will have to bring the child clothing if they do not have a change with them.

Additional offenses: Parent conference which may also include an administrator.

Playground Expectations (CFCI POLICY #620)

Students should:

- Put equipment away unless another student has asked to use it
- Use equipment for its intended purpose
- Put trash in trashcans and pick up trash when they see it
- Stay inside the fenced area
- Stay off the fences around the air units
- **HAVE FUN!**

Students should not:

- Play in the riprap (rocks) in the creek
- Move or stand on the picnic tables
- Lean on or hang on the fences
- Go outside of the fence unattended
- Shake, move, or climb on the athletic goals
- Play with or near the storage equipment
- Play on the patio area around classroom doors

Faculty should:

- Discuss and enforce playground expectations with their class
- Monitor play to ensure equipment is used for intended purpose
- Put away teacher directed equipment in locked storage
- Survey the playground to make sure students have cleaned up trash and put away equipment
- Keep storage containers locked at all times
- **ALWAYS BE ALERT TO STUDENTS!**

Parents should:

- Reinforce good playground behavior with their child

- Understand and support CFCI policy that because of liability, students are not permitted on the playground before or after school hours or at any time without the supervision of their teacher or their teacher's designee

Cell Phones

All student cell phones (including but not limited to smart watches or any other electronic devices with mobile phone capabilities) shall be turned off and put away (out of sight) during school hours. Student cell phones are not to be used in the building during school hours for any reason. Cell phones will be confiscated by staff if a student is found using one during school hours. In case of emergency, please refer to the Parent's Guide to Emergency Situations.

1:1 Chromebook Policy and Procedures

CFCI is a 1:1 Chromebook school for our 4th-8th grade students. Please see the 1:1 Chromebook Agreement Packet linked on the website just below the Student Handbook. You may also find hard copies of this in the CFCI Front Office.

Electronic Equipment

CFCI is a one-to-one school. All 4-8 students have CFCI issued Chromebooks and K-3 students have ample technology in the classroom. Personal devices should not be brought on campus. CFCI is not responsible for any lost, stolen or damaged electronic equipment brought to school by a student. If a student brings electronic equipment to campus, the teacher has the right to confiscate the electronic equipment and have a parent come pick it up at the end of the day.

CFCI Internet and E-Mail Expectations (CFCI POLICY #812)

Internet access and Electronic Mail (E-Mail) are now available to students and teachers in CFCI. We believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in school by facilitating resource sharing, innovation, and communication. To gain access to the Internet, all students under the age of 18 must obtain parental permission and must sign and return the User Agreement and Parent Permission Form.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet could contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people.

While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

To that end, the CFCI supports and respects each family's right to decide whether or not to apply for access.

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network service is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege – not a right. Access entails responsibility.

Individual users of the CFCI computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with CFCI standards and will honor the agreements they have signed. Beyond the clarification of such standards, CFCI is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on CFCI servers would be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Students are all provided school email accounts at CFCI. They are not permitted to access personal email accounts at any time.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are not permitted:

- Accessing any sites with adult content and/or discussions
- Sending e-mail that is offensive and/or inappropriate (if you have any doubts, let your teacher read first)
- Using computers in any way to cause problems for others. For example, Writing that is hurtful to others; deleting, destroying or changing the work of others; and/or anything that an adult has warned you about.

In the event a student engages in any of the above referenced activities, his/her access privileges will be revoked and other disciplinary measures may result.

- Student could lose computer privileges permanently for the rest of the year or for a period of time that the teacher or director determines the offense earns.
- Student will be financially responsible for any damages that they do to equipment, physically, or electronically.

Student Discipline and Liability:

It is essential that computers and networks be protected from misuse and abuse by users so they can serve their instructional purpose. Engaging in behavior that damages communications equipment and/or programs or interferes with use of these resources by others will not be tolerated.

Unacceptable use includes, but is not limited to, the following:

1. Abusive or objectionable language
2. Malicious attempt to harm or destroy data of another user
3. Transmission of material in violation of any US or state regulation
4. Use for commercial purposes or political lobbying
5. Violation of Copyright laws
6. Plagiarism

More serious violations include

7. Deletion or alteration of any network files or configurations
8. Planting a virus on a network
9. Running software designed to access passwords
10. Perform any act, which leads to significant damage to network operations.

Students who are found to have committed any of the above violations or other prohibited computer related actions will be subject to consequences possibly including suspension of computer privileges and suspension from school. The teacher and Director or designee will confer to determine the specific circumstances and consequences on a case by case basis.

If abuse of computers, peripherals or networks causes damage, which is permanent or requires repair or replacement, the student will be liable for any charges and may be subject to criminal prosecution.

(CIPA Policy– reference: <http://cfci.net/alumni/parent-resources/> for most updated version of handbook.)

No NON-CFCI Hardware:

CFCI does not allow students to Bring Your Own Device (BYOD) because we are a one-to-one school. Students are only allowed to use school-issued technology.

Part V: Educational Information and Services

Placement Policy (CFCI POLICY #320)

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

Specialist information

At CFCI we offer several different specials classes. Spanish, music, art, technology and PE are offered at all grade levels. Sixth through eighth graders are offered a few additional options and those courses vary from year to year. These classes follow the North Carolina Essential Teaching Standards.

Curriculum

As a public charter school, CFCI uses the North Carolina Common Core and Essential Teaching Standards as a guideline for our curriculum. These standards are a foundation for instruction and through inquiry, classes and individuals may go beyond these expectations. For information on specific grade level objectives visit <http://www.ncpublicschools.org/acre/>.

Looping

In order to promote the development of close classroom communities, CFCI, whenever possible, arranges looping—that is, a teacher staying with one group of students for two school years. This allows teachers to know their students better and to more easily individualize instruction. Classroom dynamics, teacher strengths and individual student needs will be considerations in making decisions about looping. Current grade loops are K-1, 2-3, 4-5 and 7-8.

Sex Education (CFCI POLICY #360)

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.

Field Studies/Field Trips/Scholarship Fund (CFCI POLICY #340)

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). Students who have not returned their permission slip to their teacher by the day before field trip will not be permitted to participate in the field trip.

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. **ALL DRIVERS MUST BE A VOLUNTEER LEVEL 3**

PARENT DRIVERS/CHAPERONES MUST:

- **MUST BE A VOLUNTEER LEVEL 3**
- 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 believes 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 is 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 out (except for emergency situations) must be prearranged in writing with the teacher prior to the permission slip deadline.

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.

Assessment

Students at CFCI are constantly being assessed for their understanding through formal and informal means. Teachers use data to drive their instruction on a daily basis. As a school, we use an electronic database for final grade reporting. In grades K-5 & specials, the database is used for end of quarter progress reports. Grades 6-8 teachers enter weekly grades that can be viewed by parents for their individual students with a login that is given at the beginning of the school year. This allows for constant communication about student progress and assignments. Middle Grades also sends home quarterly formal progress reports.

Informal methods of assessment may include:

- observations by teacher or other faculty members
- running records (anecdotal notes about the student)
- samples of student work

Formal assessments may include:

- portfolios
- reading assessments
- tests
- project rubrics and feedback
- quarterly report cards and narratives

Student Led Conferences & Portfolios

Portfolios are collections of student work that are student-chosen and teacher-guided. Typically, a class will discuss what items should be included in the portfolio. Many teachers develop guidelines based on the standard course of study to help students choose evidence that meets these expectations.

Portfolios are used to guide *student-led conferences*. These are held twice a year, generally after the first and third quarters. It is an expectation at CFCI that all parents attend student led conferences. During the conference, your child will share with you what s/he has accomplished during the quarter. In many classes, students will actually perform tasks for parents so that they can see what’s expected of the kids in the class.

Teacher completed assessments are sent home at least twice a year, although most teachers send home progress reports and other checklists more frequently. These are generally based on the goals of the Standard Course of Study. Teachers look at the students’ performance and growth to create a checklist and/or a narrative.

As a North Carolina public school, CFCI participates in the state annual testing and accountability program. At the end of each school year, students in grade 3-8 take the end of year assessment for their grade level. 3-8 students take reading and math, 5 & 8 also take science, and Math 1 students take the End of Course exam. As testing transitions over the next few years, we will continue to keep students and parents in the loop with changes.

Student Support Information

Cape Fear Center for Inquiry has adopted the Multi-Tiered Systems of Support (MTSS) model to provide academic and behavioral support in the general education classroom with the goal of preventing students from falling behind through early intervention.

What is MTSS?

MTSS, or a Multi-Tiered System of Support, is a tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. North Carolina utilizes a team-based approach, using data-driven problem solving to maximize growth for all students.

- This was a shift for some schools, from a process for some students to a framework for ALL students
- A student does not “enter” into MTSS; nor is there a “MTSS student in your class”

MTSS is about analyzing how all students are responding to classroom instruction, both academically and behaviorally

NC State Board of Education Goals:

- ▶ 1) Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- ▶ 2) Every student has a personalized education.
- ▶ 3) Every student, every day has excellent educators.
- ▶ 4) Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- ▶ 5) Every student is healthy, safe and responsible.

Achieving these goals takes a collaborative effort, dedicated experts, and an efficient and sustainable system of support.

The work of MTSS is designed to build this sustainable system of support in order for students to meet these goals.

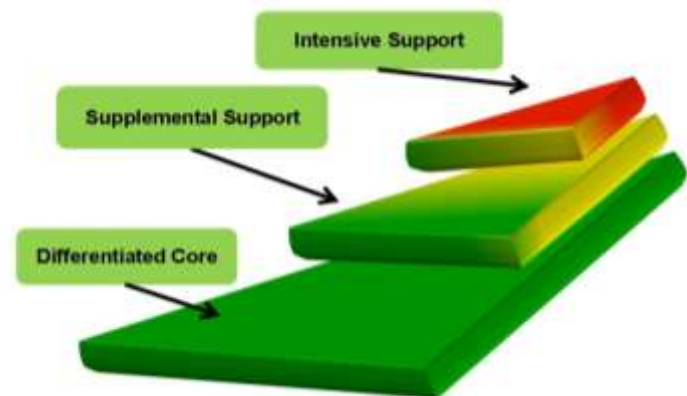


This framework includes:

- Layered academic and behavior supports
- Data-based problem solving and decision making
- Teamwork with Parents, Teachers & Community
- Strong Core Curriculum design and implementation
- Regular, targeted professional development
- Focus on CFCI’s Social Curriculum – Responsive Classroom

Layering of Support

- ▶ The primary instruction level includes high quality, differentiated core instruction for ALL students.
- ▶ The secondary level includes interventions of moderate intensity provided in the classroom - known as the Supplemental Support level - for students showing *some* risk and is in addition to core instruction.
- ▶ The third level includes interventions of increased intensity for students who show minimal response to Supplemental support - known as the Intensive Support level. This level of support is for *high-risk* students.



4 Step Problem-Solving Process

▶ Step 1: PROBLEM IDENTIFICATION

- ▶ Define, in measurable terms, the goal(s) to be attained - *What it is we want students to know and be able to do?*

▶ Step 2: PROBLEM ANALYSIS

- ▶ Identify possible reasons why the desired goal(s) is not being attained.

▶ Step 3: PLAN DEVELOPMENT

- ▶ Develop and implement a well-supported intervention plan to attain the goal(s) based on a variety of data that verify the reasons identified in Step 2.

▶ Step 4: REVIEW of EFFECTIVENESS

- ▶ Regularly evaluate the effectiveness of the plan and instruction using progress monitoring data in relation to the stated goals.

MTSS Perspectives

Is...	Is NOT...
<ul style="list-style-type: none">• A framework• Flexible• Research-based• Data-driven• Where all students have access to all resources and supports• An organizational tool for collaboration• Problem-Solving Model• Proactive	<ul style="list-style-type: none">• New• A program• Prescriptive• A process or pathway to Special Education• Isolated within on department/area• A "wait to fail" model• Reactive

504 Procedures (*Policy 440*)

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.

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.

Homework

Children need time to participate in extra-curricular activities and families need time to be together. However, children may be given tasks to reinforce understanding of current material for completion at home. Children and parents are encouraged to explore and learn together designing projects, investigating topics of interest, enjoying cultural opportunities and reading together. Parents are also encouraged to support student's class work by discussing their student's day. In keeping with developmental expectations, middle grade students will be expected to complete more homework than students in grades K-5. Students who enroll in Algebra must sign a homework contract.

Retention/Promotion

Student placement/retention is taken very seriously at CFCI. The Multi-tiered System of Supports that we have in place as a guiding framework automatically helps us identify students who are struggling and need additional support.

Teachers will work with the Curriculum Coordinator and Academic Intervention Specialist to make sure that appropriate interventions are in place for any student who is struggling to keep up with the core curricular content. Interventions will be put into place and followed through consistently with a team, including teachers, Curriculum Coordinator, Academic Intervention Specialist, and/or other reading, math or behavioral specialists that may be assisting with the student.

- Students who continue to struggle to perform to grade level expectations **will** have intervention plans in place to support them. Parents need to be involved/in the loop as interventions are put into place.
- Prior to Winter Break, teachers need to notify the Director of any possible retentions at that point in the year. This includes students who are consistently not meeting the academic standard even with interventions in place as well as students who have chronic attendance concerns. (20+ or nearing)
- MANDATORY parent meeting concerning **possible retention** must take place before the **LAST FRIDAY IN January**. This is just after the middle of the year. Assessments, interventions, phone calls, emails and other meetings have taken place AND HAVE BEEN DOCUMENTED. While many of these students may not be retained, it is important for students and families to be aware of the possibility sooner than later. Documentation for these meetings include class performance data and intervention data/progress. (Tier 2 & Tier 3)
- If the students does not improve, the next MANDATORY parent meeting concerning probable retention must take place again **before March 31st**. (just after the end of 3rd quarter).
- **First week of April**- Probable retentions to director with documentation up to this point
- Teacher meets with the director prior to parent meeting for final decision (by now teachers will know if parent supports retention or not)
- MANDATORY final meeting **following End of Year State Testing**. These meetings should include teachers, MTSS support persons, and the Director or Designee.

Retention Data Packet should include:

- Notes from the January and March meetings (draft a document that includes participant signatures)
- Copy of MTSS Intervention Plans, Data and Paperwork
- Any other pertinent emails/documentation/3 years progress reports....
- Retention Data Summary serves as cover sheet for all data

Extracurricular Activities

CFCI has developed a list of guidelines for extracurricular activities. Any and all extracurricular activities are subject to the established procedures.

Any parent interested in starting an extracurricular group should find a faculty member willing to sponsor him/her. The parent and faculty member need to contact the Director to discuss the details of the activity to ensure that it is safe and appropriate. The faculty

member can then help the parent set up the program and make certain that it meets the guidelines. A faculty member or other school employee must be present at any event, practice, or session conducted as part of any extracurricular activity.

Part VI: Student and Parent Information

Visitors

All visitors are welcome at CFCI. Please enter the building through the main front door and proceed to the front office. All visitors must sign in, state their reason for visit and receive a visitor's badge at the front office that must be worn while in the building. An ID may be requested before a visitor is allowed into the school building. Please remember that parents should not visit classrooms during dismissal times. (See dismissal section for further details.) Parents should also remember that class time is NOT a time to hold a parent conference. If parents want to volunteer in the classroom, they're welcome. If a conference is needed, parents should call the teacher to set up an appropriate time free of distraction where both parent and teacher can focus on the child.

Student and Parent Responsibilities

It is the responsibility of each student at CFCI to respect others, our school building and our learning materials. Students are also expected to be active learners, asking questions and fully participating in classroom activities. In addition, it is the parents' responsibility to support the mission of CFCI, to nurture their child's learning, and to participate in their child's class in whatever way they can. This support includes bringing children to school on time and ready to learn, talking about the day's activities with their child, and extending what students are learning beyond the classroom. Parents are also expected to uphold the principles of our social curriculum by being respectful of our learning community on campus and on field studies.

We strongly encourage parents to thoroughly read and understand the CFCI handbook. In addition, since each teacher will have rules and procedures for his/her classroom, parents are expected to become familiar with these as well.

COMMUNICATION AGREEMENT

1. Take responsibility for your own feelings. Do not expect others to read your mind. Use "I" statements and refrain from blaming.
2. Communicate directly with the person or persons involved in an issue. Do not work through go-betweens or serve as a go-between for others. If someone asks you for information about an issue in which you are not directly involved, direct him or her to the proper source.
3. Do not speak critically about others behind their backs unless you voice the same criticisms to their faces. To avoid unhelpful speculation, give specific names when you make a critical comment in a meeting.
4. State your position or concern before asking how others feel about it. Do not set someone up to give a "wrong" answer. Be courageous and put yourself on the spot first.
5. Practice active listening. Listen silently and with your whole self until the

speaker has finished speaking. Then restate what the speaker has said and wait for confirmation.

6. Provide continual feedback. Do not allow resentments to build up, and do not forget to give positive strokes.
7. Respect and validate others' feelings. If you do not agree or do not support another's statement, acknowledge what has been said, then make your point.
8. Use humor softly, not sharply.

CFCI Board of Directors

The CFCI Board of Directors is the governing body for CFCI. The CFCI Board of Directors is a volunteer board consisting of a mix of parents, staff, and community members. There are currently 5-7 voting members and 6 non-voting members. The Board sets policies, makes the school budget, and oversees the director. Parents are encouraged to come to the meetings – which are held on the third Tuesday of the month. More information is available on the CFCI web site.

Partnership for CFCI

The Partnership is the parent organization at CFCI; it performs many of the functions of the “PTA” or “PTO” at other schools. The Partnership supports the mission of our school.

The Partnership has its own Board, separate from the CFCI Board of Directors. The Partnership Board is elected each May. Members of the Partnership Board serve a two-year term. All parents, teachers and staff of CFCI are considered members of the Partnership for Inquiry. There is no membership fee. The Partnership meets throughout the school year. Notice of meetings is sent home through email and backpack flyer. During the year, the Partnership raises funds for the school. The “Fund The Wonder” campaign is an opportunity for families to give directly to the school. In addition, the Partnership sponsors events such as coupon book sales, a silent auction, and others. The Partnership also sponsors the Holiday Festival, an opportunity for the whole school to come together to celebrate the holiday season. The Partnership supports teachers and classrooms through supplementary supply money, and the purchase of needed materials. Parents are encouraged to volunteer with the Partnership. Look for emails and items in your child's newsletter for volunteer opportunities! Teachers may request the help of a Room Parent through the Partnership. Room parents are volunteers who help in a given classroom on a regular basis and are available to be called on when special assistance is needed. Room parents help in the classroom or outside the classroom by making phone calls, arranging parties, collecting needed project materials, obtaining field trip drivers and chaperones, or in other ways which benefit the students. Parents volunteer at the beginning of the year to be a room parent.

Please refer to CFCI Policy 285 CFCI Partnership's Involvement in Education and School Relations for more information.

Parent/Teacher Communication and Conferences

Regular, open communication between home and school is critical for student success. Conferences can be requested at any time by parents, teachers or students. Conferences

with teachers should be scheduled for a time other than class time, preferably after the end of the school day. Unscheduled conferencing with teachers before or after school takes away from student learning and cannot be accommodated.

Home/school communication is important and there are several means by which this is done:

- | | |
|--|---|
| <ul style="list-style-type: none">• Weekly classroom news• Monthly school newsletters• Backpack flyers (In the event a family has more than one student at CFCI, the youngest student usually receives the flyer.) | <ul style="list-style-type: none">• The CFCI website• Exterior message sign• E-mail• Phone calls |
|--|---|

Teachers must approve all class/grade level information sent out; and whole-school communications must be reviewed by the Director or other appropriate administrative staff prior to distribution.

Family Education Rights and Privacy Act (FERPA) (CFCI POLICY #455)

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.

Personal Information

CFCI must have up-to-date personal information for all students including a correct address, phone number, and emergency contact numbers. Parents should remember to update this information if changes occur throughout the year. All personal information about students and families will remain confidential unless parents request it be disclosed.

Requesting/Forwarding Records

When a student transfers into CFCI, a request for records is sent to the student’s previous school. When a student leaves CFCI, the students’ new school will request records from CFCI. Records are not forwarded until students officially withdraw from our school. Parents should contact the school office with questions or concerns regarding transfer of records.

Court and Custody Orders

For student safety, relevant custody papers and/or court orders must be on file in the school office. Documentation should be presented to the Director who will notify appropriate personnel. Records will be kept in the student’s cumulative file.

Committees

CFCI has both Board and Faculty committees. Many of the committees involve parent participation. If you are interested in being involved on a committee, please speak with a CFCI Board member, administrator, or teacher to talk about further involvement.

Patriotic Exercises (CFCI POLICY #370)

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.

Fund-Raising Policy for CFCI (CFCI POLICY #730 in revision for 2015-2016)

There are two types of fund-raisers (outside of Partnership fund-raisers) that may take place at CFCI:

1. School-wide fund-raisers that are held **to benefit an agency outside of CFCI**, such as the UNITE Project, UNICEF, the Heifer Project, American Cancer Society, etc. All members of the CFCI community are invited to contribute, and all of the proceeds go to the recipient agency. Only one of these fund-raisers is allowed per semester. Anyone desiring to hold a school-wide fund-raiser should take a written request to the Administrative Team (AT) to get it approved. The AT will inform the Board of the event and beneficiary/ies chosen. The Administrative Team will put the event on the community calendar, inform the front office and post on the CFCI web-site.
2. School-wide, classroom, or grade-level fund-raisers may be held **to benefit CFCI students or programs**, such as the Art, Music, Spanish, Technology or P.E. programs. In order to hold a fund-raiser for CFCI students/programs, one must :
 - 1) Get approval from the AT, who will check the CFCI community calendar to make sure that there are no facilities conflicts, or conflicts with other fund-raisers scheduled (such as Partnership, other grade levels, etc.)
 2. The AT will notify the front office staff for posting on school calendars.
 - 3) The AT will then notify teachers of the fund-raiser via E-mail, and teachers will be asked to place a notice of the approved fund-raiser in their classroom newsletters.

Raffles – Items may be donated to the school for raffle purposes. The Director will ensure that the items offered are appropriate. The school may advertise raffled items, or if appropriate, a local radio station may be used to assist us in advertising. This service must be at no charge to the school. Proceeds from a raffle must be designated for a particular use prior to a raffle.

Sales – Students of CFCI will not participate in door-to-door sales. However, there may be sales events held where students may be present. Students can participate in a “booth” type selling

with certain restrictions. There can be no solicitation – patrons must come to the “booth” to purchase the item. Adequate adult chaperones must be present with the children at all times.

Donations, Gifts and Contributions (CFCI POLICY #720)

As a part of the operations of CFCI, representatives of the school such as Board Members, Administration Team members or other designated faculty and staff may accept gifts, donations and contributions to the school. The following policy is designed to avoid potential conflicts of interest or perceptions of favoritism or bias for the school and its representatives when engaged in such activities.

1. No donation, gift or other contribution should be given or accepted as a quid pro quo. No favorable treatment or bias should be expected or given to any individual, group, business, vendor or other entity in return for any donation, gift or contribution.
2. Donations, gifts or contributions are not to be accepted from any vendor that is participating in a bidding process for a pending contract for services or merchandise with CFCI.
3. Donations, gifts or contributions are not to be accepted from any vendor that has been awarded a contract for services or merchandise by CFCI within 60 days after the awarding of the contract or purchase.
4. Donations, gifts or contributions from any vendor that has a current contract for services or merchandise with CFCI beyond 60 days of the awarding of the contract or purchase are limited amounts that are not substantial or material.
5. The Director shall not directly participate in any collection of donations, gifts or contributions from faculty and staff. The Director shall not have knowledge of which staff members made such donations, gifts or contributions or in what amounts.
6. The Administrative Team will develop procedures for accepting donations, gifts or contributions that comply with this policy.

Corporate Sponsors – Donations may be accepted by CFCI from corporate sponsors. Thank you letters and charitable contribution forms will be provided upon request for the donation and the sponsor may be recognized in the school newsletter. The Director must approve any other form of recognition such as a logo on a t-shirt, etc.

Sales – Students at CFCI will not participate in door-to-door sales. Students may participate in “booth” type selling with certain restrictions. There can be no solicitation—patrons must approach the “booth” to purchase the item. Adequate adult chaperones must be present with the children at all times.

Equipment – CFCI accepts donations of useable equipment in good working condition. If you have equipment to donate, please see the director or the Finance Officer to determine if the school can use the equipment before leaving it at the school.

All donations made to CFCI must be recorded with the school Finance Officer.

Lunches/Snacks/Allergies

As meals are not provided on site, parents are responsible for providing a nutritious lunch and snack from home. These should be sent with your child to school each morning. While classes have lunch at a regular time most days, part of inquiry is allowing the schedule to be flexible.

This means that on occasion lunch times will vary somewhat. If your child is waiting for you to deliver their lunch on one of these days they may be very disappointed and very hungry. This problem can be easily avoided by sending lunch in the morning. Forms are sent out at the start of each school year to address issues of financial difficulty. If you need assistance, please complete and return the form. All issues will be confidential.

CFCI recognizes the increasing frequency and intensity of allergic reactions to foods by certain students. CFCI will provide alternate foods for students with a disability if requested. The school must receive written documentation from your child's doctor. The doctor's note should state the disability and/or allergy and what foods should be omitted. A food intolerance or an allergy that does not cause anaphylaxis does not meet the definition of a disability. We are happy to work with you and your child to find alternative food items whenever possible.

Hot Lunch Days

Some classes choose to provide a Hot Lunch once a week. This is a program coordinated by classroom parent volunteers who collect funds to purchase hot foods for their classes one day per week. Forms will be sent home to let parents know when/if this is available in their child's classroom. All vendors used must be on the approved Hot Lunch list per health department regulations. Please contact Kathy Coke (kcoke@cfc.net) with questions and to obtain the specific requirements for this program.

Birthdays

Please speak to your child's teacher about appropriate classroom celebrations for children's birthdays.

Lost and Found

Lost and found is a service provided to all members of the CFCI community. Lost items are housed in a location TBA (speak with front office). Items such as keys and glasses are turned in to the office. Check the lost and found often. Clothing not claimed will be donated to charitable organizations at the end of each month.

Building Usage (REFER TO CFCI POLICY #630)

Classrooms may be used for meetings after school hours. Groups other than faculty or Board committees wishing to host a meeting must consult with the Director and classroom teacher. During meetings, children MUST be supervised at all times. Children MAY NOT use the playground or remain in classrooms without adult supervision

Integrated Pest Management Program (CFCI POLICY #650)

Cape Fear Center for Inquiry supports clean and safe facilities for its students, staff and the public. To that end, CFCI will use an Integrated Pest Management Program (IPMP) to prevent and control pest problems in the school buildings and grounds and minimize pesticide use. The IPMP means a comprehensive approach to pest management that combines biological, physical, chemical and cultural tactics as well as effective, economic, environmentally sound, and socially acceptable methods to prevent and solve pest problems. The IPMP will emphasize pest prevention and provide a decision-making process for determining if, when and where pest

suppression is needed and what control tactics and methods are appropriate. The IPMP will utilize strategies including, but not limited to, training of staff, monitoring and inspecting facilities, communication and notification to staff and parents, and the use of pesticides as a last resort. When a decision is made to use pesticides, the staff will utilize the least toxic pesticide formulation and most targeted application method possible.
(Legal Reference: NC Statute 115 C-47)

Soliciting and Advertising (CFCI POLICY #465)

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.

Distribution of Non-School Material To Students (CFCI POLICY #467)

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 CFCI. Other than as authorized above, no materials shall be distributed or made available to students on Cape Fear Center for Inquiry grounds or using any mode of communication operated by the Cape Fear Center for Inquiry, 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 School Board, the School 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.

Distribution of Materials by Students (CFCI POLICY #468)

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.

Part VII: Safety

Medication (CFCI POLICY #460)

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 possession. 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 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.

STUDENTS ARE NOT TO HAVE ON THERE POSSESSION ANY KIND OF MEDICATION (INCLUDING OVER-THE-COUNTER MEDICATIONS) WHILE ON THE SCHOOL GROUNDS. (please refer to page 27)

Illness

Sometimes it is necessary to send a child home from school due to sickness. This occurs when the teacher sees that a child is unable to participate in school activities. If your child needs to go home, we will make every effort to contact you. If, for some reason, we cannot reach you or you will be detained for some length of time, we will then contact the people you have listed on the emergency contact sheet. It is very important that you keep this sheet up-to-date.

If a child has a fever over 100.4 degrees; the presence of lice, scabies, impetigo, inflamed eyes, rash, or lesions; or is vomiting s/he will be sent home and should not return to school until symptoms have ceased for 24 hours. If a student is limited in his/her ability to participate in the activities of a regular school day, the parent(s) provide written explanation for the student's limitations. A doctor's note may be requested as appropriate.

There is no need to call the school office if your child will be out sick. However, a note should be provided upon return to school.

Concussions – Return To Learn

***Please See Details for our Concussion Protocol on our Parent Portal:

<http://cfci.net/alumni/parent-resources/>

Lice

Should lice be found on a child in one of our classrooms, the child's parents will be called to pick up their child. The parents will be provided with written suggestions for lice and nit removal. The classroom where lice have been detected will be thoroughly vacuumed, and all pillows, blankets, and stuffed animals will be bagged for the duration of the outbreak. The other parents of children in the class will be sent a note alerting them that lice have been found in the class. They will be reminded to check their children carefully each day for the next few weeks and to continue checking as part of routine hygiene. If nits are found on the child upon returning to school, they will be sent home again for further nit removal. All the students in that classroom will be checked and monitored to ensure the classroom is "lice free." Parents will be expected to follow procedures for lice and nit removal to avoid re-occurrence of infestation and minimal number of absences.

Telephone Use

Students may use the school telephone only in the event of an emergency such as sickness, and students may not use the telephone during the school day without faculty supervision.

Arrangements for transportation should be made before school.

Immunizations

Parents of all children must present to the school acceptable medical evidence indicating that the required immunizations have been received, which are:

- a) 5 DTP doses (If the 4th dose is after the fourth birthday, a 5th is not required)
A booster dose of Tdap vaccine is required for all children before entering 6th grade on or after Aug. 1, 2008, if 5 years or more have passed since the last dose of tetanus-containing vaccine.
- b) 4 Polio doses (If the 3rd dose is after the fourth birthday, a 4th dose is not required)
- c) 1-4 Hib doses
- d) 2 Measles, Mumps, Rubella doses (on or after first birthday and before entering school)
- e) 1 Varicella dose for students born on/after 4/01/01. Students born before 4/01/01 are not required to receive varicella vaccine.
- f) 3 doses Hepatitis B vaccine for students born on or after 7/01/94.

Religious and/or medical exemptions must be appropriately documented and on file in the school office and submitted for review as to legal exceptions. Students not in compliance with the immunization policy will not be allowed to attend school.

Emergency Closing

When CFCI must dismiss students unexpectedly due to adverse weather conditions or other types of emergencies, the early dismissals will be announced through local television and radio stations as well as email and through the use of our mass phone/texting system. When snow, ice or other adverse weather conditions cause school to be cancelled or delayed, information will be broadcast over local radio and television stations. CFCI will follow New Hanover County schools in cancellations and dismissals due to weather. Please do not call the school office for

this information.

Seclusion and Restraint Protocol

CFCI shall train all staff in Responsive Classroom strategies as well as appropriate staff in the use of the CPI nonviolent crisis intervention, which includes verbal de-escalation techniques, to be employed with all students. This curriculum advocates for the care, welfare, safety, and security of all students. Verbal de-escalation involves the use of several components. Nonverbal communication involves non-threatening body language such as a supportive stance, maintaining personal space, and neutral facial expressions. Verbal communication includes maintaining supportive tone, lower volume, and slower cadence when speaking. The following steps will be employed when supporting students in crisis:

- Supportive approach- empathetic, non-judgmental responses to behavior (active listening, wait time, non-threatening body language/stance)
- Directive Approach- decelerating escalating behavior (simple directions, setting limits)
- Physical Intervention- disengagement and/or holding skills to manage risk behavior and protect all stakeholders from harm
- Therapeutic Rapport- re-establish communication (active listening, debrief)

Staff trained in the use of seclusion and restraint will use a risk continuum to assess the potential threat to stakeholders or property.

Use of Restraint- contact between school employee and a student in which the student willingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body. The term does not include (1) briefly holding a student with any force in order to calm or comfort the student, or to prevent unsafe behavior such as running into traffic or engaging in a physical altercation (2) physical escort, or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.

1. Shall only be used when a student is displaying behavior that presents risk of injury to themselves or others (including students, staff, visitors)
2. Shall only be used as a last resort, after all other options have been attempted without success.
3. Shall only be employed by staff trained in specific crisis intervention techniques and restraint techniques.
4. Only used for a short period of time and as long as necessary for the student to regain behavioral stability and the risk of injury has dissipated.
5. The degree of restriction employed will be proportional to the circumstances of the incident.
6. Physical restraint will never be used as a means of punitive consequence or to force compliance.
7. Shall never be employed without at least one other person present

Use of Seclusion- the confinement of a student alone in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break, as described in a student's IEP, and during which an adult is continuously present in the room with the student.

1. Shall only be used when a student is displaying behavior that presents risk of injury to themselves or others (including students, staff, visitors)
2. Shall only be used as a last resort, after all other options have been attempted without success.
3. Only used for a short period of time and as long as necessary for the student to regain behavioral stability and the risk of injury has dissipated.
4. Shall only be employed by staff trained in specific crisis intervention techniques and seclusion techniques.
5. Shall be carefully and continuously visually monitored to ensure the safety of the student, other students, and staff.

Parent Notification: Parents shall be informed as soon as possible (no later than the end of the school day) whenever a student must be placed in seclusion or restrained. An incident report will be sent home to the parent within 30 days of the incident which will include the following information:

- Student name
- Date/time of the incident
- Duration of any seclusion or restraint
- Description of events leading up to incident
- Description of interventions attempted prior to incident
- Reasons that seclusion or restraint was used (description of student's behavior/emotional state)
- Description of any injuries sustained by others (students, staff, or others) or property

Any other concerns not specifically mentioned in this procedure will fall under [NC G.S. 115C-391.1](#)

Lock Down/Shelter in Place Procedures

A 'lock down' is a procedure followed during the threat of danger just outside our school walls. Occasionally individuals escape police custody, for instance, and the school is advised to bring everyone indoors as a precaution. Once inside, the school day proceeds with caution and, usually, very little distraction. In the event of a lock down, the following actions will occur:

- 1) All outdoor areas will be evacuated.
- 2) Everyone in the school community who is present will be directed into the building.
- 3) The Director or designee will inform faculty and students of the lock down.

- 4) Staff, volunteers, and all people present will be informed as all rooms will be checked and confirmed to be locked to the outside and safe.
- 5) All exterior doors will be closed and locked.
- 6) Teachers will make an immediate accounting of their students. That accounting will be collected confirmed/documented.

Pick up procedures during a lock down will require that:

- 1) The faculty receives notification to proceed with pick up at the time of dismissal.
- 2) All students wait indoors until escorted away from school by a recognized adult of the CFCI community.
- 3) Parents will be informed in writing that a lock down occurred by a note sent home or emailed to families.

Part VIII: Student Admissions

Statement of non-discriminatory policy

The Cape Fear Center for Inquiry shall not discriminate against any student on the basis of gender, race, creed, color, religion, national origin, age, ancestry, sexual orientation, disability or measure of intellectual ability or achievement or aptitude or athletic ability in its admissions or education programs. Tuition or admission fees shall not be charged to any student.

Application

The Cape Fear Center for Inquiry accepts applications for prospective students starting each January for a set application period. Applications are made available at parent meetings held through the application period. These meetings will be announced and advertised. Students who are currently attending CFCI do not need to apply again; however, if these students have siblings wishing to start at CFCI they do need to complete an application. Applications for siblings of currently enrolled students are available in the school office.

Admission to the school is based on a lottery system. Maximum class size limits will determine the numbers of students in each class.

Enrollment

Once a student has been admitted to the Cape Fear Center for Inquiry, formal enrollment is required to reserve the student's space in the school. Enrollment will take place during the month of March. The enrollment procedure will ensure that the school has all information it needs to meet State Board of Education records requirements for charter schools.

North Carolina State law requires all students to have immunization records complete and on file within 30 days of starting school or the student may not be allowed to return to school.

A student who has been admitted but who has not fully enrolled by the last school day in March may be removed from the list of admitted students and may have to re-apply to the school to gain entrance.

Part IX: Middle grades program handbook

Middle grades purpose

In the CFCI middle grades program, we stress rigorous academics and a sense of personal responsibility in each student. We work towards helping students gain independence, problem solving skills, and experience collaborating with groups. We focus on students building high expectations for themselves through reflection and critical thinking.

Structure

The middle grades program is composed of two homerooms at each grade level. 6th graders will have two subject teachers - one for math and science and one for language arts and social studies. 7th and 8th grade students have three core teachers, one for each subject area (math, science) and then one teacher will teach language arts and social studies. Students start their day with Advisory, then move into their core class instruction. They wrap up their day with Specials classes. Exceptional children's teacher(s) offer support to students with Individualized Education Plans (IEPs) in a variety of ways. Core classes operate on a quarter schedule while specials are on trimesters. (See below for more detail about classes.)

Curriculum

The curriculum is based on student inquiries as well as the North Carolina Essential Standards and Common Core Standards. Within the framework of the state curriculum, students are given the freedom to make choices about their learning. The result is a student-oriented curriculum that exceeds the standards expected of middle grades students in public schools throughout the state. The advantage of this curriculum is that learning is generated by the students and is personally meaningful.

Courses

Each middle grades student is required to take math, language arts, social studies, and science. Students who meet certain criteria may take Math 1 (formerly Algebra 1, but with more rigorous content). In addition, students are offered specials courses including the state required physical education and technology as well as electives including art, band, Spanish, study hall, and more to be determined by student interest. All 6th graders take Spanish as a required course.

Language Arts and Math:

In language arts and math students are grouped within their grade levels according to their current level of skill development as often as possible. One class is taught at grade level and the teacher provides more concrete direction and the other goes above grade level and is often more independent. Student placements are made from diagnostic testing given at the beginning of the year, previous report cards and/or teacher recommendations, and to a lesser extent, EOG scores. These placements are fluid—the students can be moved for a better fit between the two classes if necessary. In addition to this grouping, learning is differentiated within each class.

Academies

Academies are an additional class based on students' interests. The courses are an opportunity for students to work beyond the Standard Course of Study. Academies meet 2-3 times a year for two whole days in a row! Dates are announced each year based on the school calendar.

Field Experiences

Field experiences are an important part of the middle grades curriculum. Since the experiences are part of how we teach students, they are required. Because we don't have school buses, we will need regular help from parents in driving and chaperoning trips.

Technology

CFCI is a One to One Chromebook school. Please see the additional policies and procedures connected to our One to One program.

Assessment and grading

Students are assessed formally and informally through many means including class work, class discussion and activities, projects, essays, performances, group tasks, conferences, homework and tests. These tasks are often evaluated on a percentage basis. While we do not use traditional letter grades at CFCI, we do want students and parents to be aware of how much of a task a student has mastered. Parents are required to attend student led conferences at the end of the 1st and 3rd quarters, where they will complete a student-led conference form which is an important step in students' progress. Students will share their learning with parents, and detailed report cards will be provided to parents at these conferences.

As a North Carolina public school, CFCI participates in the North Carolina end of year assessments. Students who elect to take Math 1 or Math 2 take their grade level math tests at the end of the year in addition to End of Course tests in their advanced math classes.

Homework

Students will be given tasks to complete at home that reinforce understanding of what they are doing in class. Middle grades students are expected to complete more homework than students in grades K-5. Typically students will have daily and weekly assignments in addition to longer-term projects.

CFCI middle grades teachers and students use planners or some organization tool established at the beginning of the year as a communication tool. All students are expected to write their assignments in their planners on a daily basis. Parents can check for assignments and are sometimes asked to sign. On a case by case basis, some teachers may create websites for assignments and handouts. See class supply lists for more detail on planners before purchasing.

Extracurricular Activities

Each year the middle grades teachers work to offer students extracurricular activities, including dances. Because we recognize the importance of celebrating students' accomplishments, there is an 8th grade semiformal dance. In addition, the 8th grade holds a Commencement at the end of each year. Clubs are offered on a school wide basis. (See General Handbook for more detail.)

High School registration

The 8th grade teachers will give students information about high school registration. Typically, students are required to attend a registration session at their districted high school. Students wishing to enroll in open enrollment programs must still register at their districted school. The school counselor and 8th grade teachers will support students and parents in high school transition. **CONTACTS for High School Registration: Michal Cohen, School Counselor-mcohen@cfc.net**

Part X: Parents Guide for Emergency Situations at School:

QUICK TIPS

In order for CFCI to successfully implement our Crisis Management Plan in any given situation, your cooperation and understanding of each situation is vital. In each situation, the school has orderly procedures that are in place to help all students. At CFCI, we need your support in our efforts to keep everyone safe. For the safety of your child and all students, it is most important that you: **Remain as calm as possible.**

Do not attempt to go to the school. Access routes and streets need to remain clear for emergency vehicles. Traffic congestion will make response much more difficult for police, ambulances, and fire departments to get to the school to deal with the emergency quickly.

Remain at home or at work to make it easier for CFCI to contact you.

Do not call your child on his/her cell phone. If numerous people are using cell phones at one location, it will jam the airways, which will overload the system and could prevent emergency and school officials from using their cell phones. This could seriously hinder efforts to help students.

Do not call the front office as telephone lines will need to remain open to deal with the emergency. If the phone system is overloaded, it will hinder efforts to help student and to provide information.

Check our website at www.cfc.net and listen to the local TV stations including WECT and WWAY. We will also update our Facebook and Twitter pages listen and watch for the automated phone and email communication system to inform you with more details.

Make sure that your phones are set up with the CFCI automated phone and/or text system. (Information distributed the beginning of each school year)

Parents Guide for Emergency Situations at School

Help us be prepared!

- a. **Make sure we have your most accurate contact information. Please keep phone numbers, including cell phone numbers up to date with Susan in the front office. Call 910-362-0000 or email her at office@cfc.net with any changes.**
- b. **Talk to your children about what to do, where to meet, and how to contact you.**

- c. Provide names and contact information for people authorized to pick up your child.
- d. Remain calm. Remain at home/work to be more accessible if you need to be contacted.
- e. Refrain from contacting students by cell phone. If numerous people are using cell phones at one location, airways can become jammed and possibly prevent emergency and school officials from using their cell phones.
- f. List to the local TV and Radio Stations for updates.
- g. Notify CFCI Administration/Faculty if you see a dangerous or suspicious situation at or near the school.
- h. Be sure the school has at least a 1-2 day medication supply if your child takes medicine on a daily basis.
- i. Remember, the schools are prepared, and the safety of our students is our NUMBER ONE PRIORITY.

What should parents do during a school emergency?

In an emergency situation, your first reaction may be to call the school or come to the school to pick up your child. While this response is completely natural, please be aware that it may interfere with emergency agencies that are dealing with the situation. We ask that you instead go to the following sources for information and updates:

Tune into local TV and radio stations for news alerts

Visit www.cfc.net for updates

Call the New Hanover County Sheriff's Dept.- (910) 798-4206

Parents Guide for Emergency Situations at School

What will the school be doing?

LOCKDOWN secures the building and safely shelters all students, staff, and visitors inside the school building. ****ONLY** public safety officials will be allowed to enter a building after it has been locked down due to an emergency**

SHELTER-IN-PLACE is a modification of a lockdown which moves students, staff, and visitors away from rooms on the perimeter to safe areas within the school.

EVACUATION requires students, staff, and visitors to exit an unsafe school building.

What type of emergencies might impact my child's school?

All emergencies impact schools including local and national events. Here are some examples of emergencies with actions that a school may take in response:

- **Severe Weather** (hail, snow, tornado, hurricane)- may result in shelter-in-place

- **Missing Person or Student**- may result in a lockdown
- **Fire**- may result in evacuation or shelter-in-place depending on location and severity of fire.
- **Weapons**- may result in an evacuation or a lockdown
- **Bomb Threat**- may result in evacuation
- **Chemical/Hazmat/Biological Materials**- may result in evacuation or a shelter-in-place depending on the location of the incident
- **Intruder**- may result in a lockdown or evacuation depending upon the circumstances
- **Rumors**- Please call your school to report and confirm any rumors

WE ARE PREPARED!

We want our CFCI parents and community feel confident that we have a plan for emergency situations. While we of course hope to never have to use our plan, we are prepared. Faculty and staff go through training with each situation. Throughout the year, we have drills that include students and faculty to practice being prepared for these situations. This guide is in place to help you be more prepared and informed about school emergencies. Through a partnership with students, staff, parents, and the community, we can all keep our schools and children safe.