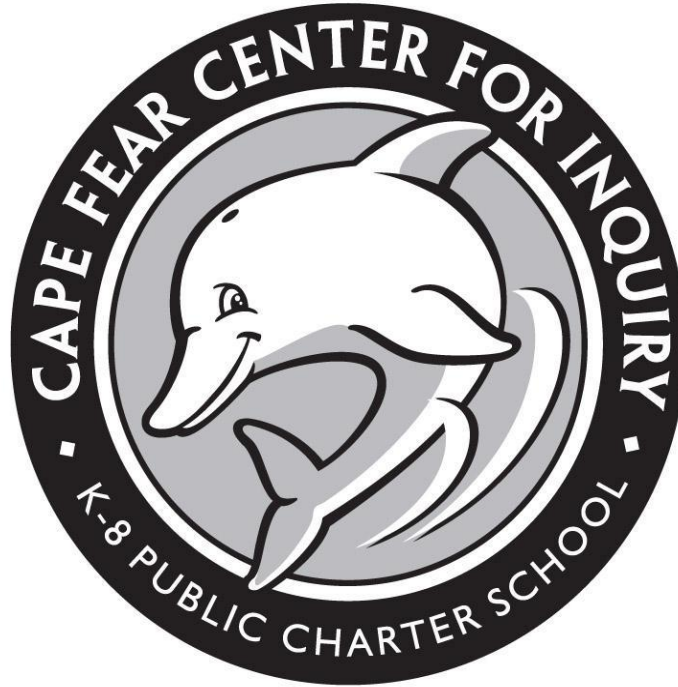


2022-2023
Handbook for
Students and Families



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www.cfc.net

Cape Fear Center for Inquiry
Parent & Student Handbook

Table of Contents

Section	Page Number
<u>Part I: General Information</u>	
22-23 School Calendar	4
Mission, Vision & Beliefs Statement	6
Inquiry	7
Who We Are/Non-Negotiables	7
Volunteering at CFCI	8
<u>Part II: Student Attendance</u>	
Excused Absences	11
Unexcused Absences	12
Excessive Absences & Tardy Procedures	13
Early Checkout & Student Release	13
<u>Part III: Transportation</u>	
Transportation Plan	14
Arrival and Dismissal	14
Transportation Changes	15
<u>Part IV: Behavior Expectations and Social Curriculum</u>	
Overview, Proactive & Reactive Strategies	16
Dress Code	17
Cell Phones & Smart Devices	18
1:1 Chromebook Policy and Procedures	18
<u>Part V: Educational Information and Services</u>	
Placement Policy	19
Specials Information	19
Curriculum & Growth and Changes	19
Looping & Middle Grades Structure	19
High School Registration	20

Field Studies/Field Trips/Scholarship Fund	20
Assessment & Read to Achieve	22
Student Led Conferences and Portfolios	22
Student Support Information & MTSS	23
Retention/Promotion	23
Extracurricular Activities	24
<u>Part VI: Student and Parent Information</u>	
Visitors	25
CFCI Board of Directors	25
Partnership for CFCI & Parent Collaborative Network (PCN)	26
Parent/Teacher Communication and Conferences	26
FERPA	26
Personal Information	27
Requesting/Forwarding Records	27
Court and Custody Orders	27
Patriotic Exercises	27
Fundraising Policy for CFCI	27
Lunches/Snacks/Allergies	28
Lost and Found	29
Building Usage	29
Integrated Pest Management Program	29
Soliciting & Advertising and Distribution of Materials	30
<u>Part VII: Safety</u>	
Medication	31
Illness	32
Concussions - Return to Learn	33
Lice	33
Immunizations	33

Seclusion and Restraint Policy	33
Emergency Closing & Lockdown/Shelter in Place Procedures	34
Crisis Management Plan	34
<u>Part VIII: Student Admissions</u>	
Statement of Non-Discrimination Policy	37
Application & Enrolment Procedures	37

Part I: General Information

2022-2023 Student/Family Calendar

Cape Fear Center for Inquiry (Community Version)

2022-2023 School Calendar

July 2022						
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June 2023						
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25	26	27	28	29	30	

- H School Closed- Holiday/Vacation
- BM Board Meeting
- E Early Release

- TW Teacher Workday (no school for students)
- T End of Trimester

- First and Last Day of School
- C School Closed - Summer Fridays

Mission Statement

Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated 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
- 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-emotional 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 collaborative efforts.

Inquiry

CFCI's teaching methods do not look like those of traditional schools. CFCI teachers and administration work to implement methods such as inquiry-based instruction, providing student choices, as well as other innovative initiatives.

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

CFCI definition of Inquiry: Inquiry is a rigorous discovery process driven by curriculum and curiosity that requires exploration, analysis and problem-solving.

Who We Are/Non-Negotiables

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

Volunteering at CFCI

Visit the [Volunteer section of our website](#) to learn more.

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/designee.

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/designee 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 field trips, 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 Front Office. Results will be kept strictly confidential and only shared with the Director/designee 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/designee has the right to deny or revoke any person’s volunteer status at any time.

The Director/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

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 their 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-407.5Article 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: 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.

NOTE: An email to office@cfc.net, or written note from a doctor or parent, 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.

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.
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 the 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 Director/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 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/designee 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 student’s homeroom teacher, counselor and/or other appropriate staff member shall then work with the student and their family to analyze the causes or barriers and to determine the steps to eliminate the problem.

Notification of unexcused absences may be sent to families after 3 unexcused absences. For more specific information please see our Student Attendance Policy.

Excessive Absences: (§ 115C-378)

An Attendance problem-solving team may convene when a student reaches 20 total absences (excused or unexcused). The team will review all documentation provided by parents and look at communication with the counselor and teachers to determine next steps.

Tardy Procedures

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 them in at the front office.

Early Checkouts

- Just as absent or tardy students cannot fully participate in all learning opportunities, students who are checked out early miss valuable instructional 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 considered absent for the day.
- To ensure a safe and orderly dismissal, checkouts are not permitted after 2:30 PM.

Student Release

Each student must have on file a list of people to whom they may be released from school. If students are to ride with someone not on their 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 carpools 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 and Dismissal

Our main goals in these procedures are:

- keeping students, staff and families safe
- providing an efficient experience for families taking time out of their day to transport their child to school

Students should be in their classrooms by 8:05 am.

Arrival

- School doors will open at 7:45am. Students will be marked tardy if they arrive after 8:05am.
- Students in grades **K-4** + any older siblings will be dropped off in the lower lot, utilizing the Wonder Way entrance.
 - Parents are allowed to line up in their cars on the back side of the MPR beginning at 7:15am. Please do not arrive prior to 7:15am, as this will block the parking lot for our staff.
 - Cars begin pulling forward at 7:45am (please do not pull forward before this time).
 - We ask that you pull all the way forward before stopping to let your child out of the car. Car greeters will be stationed to assist your child.
 - All children will walk on the sidewalk (in one direction) and enter the building using the K1 doors (on the left side of the building).
- Students in grades **5-8** will be dropped off in the upper lot, utilizing the Shipyard Blvd. entrance.
 - Car greeters will be stationed to greet students.
 - Please do not let your child out of the car before 7:45am.
 - Students will walk down the sidewalk and enter the building through the Middle Grades door.
 - If you arrive at 8:05am or later, your child is tardy and needs to be signed in by an adult in the front office. You may park in the upper lot and walk

down, or drive around and park in the lower lot. Please do not let your child walk down after 8:05am, as the middle grades doors will be closed and locked at this time.

Dismissal

- Students will begin exiting the building at 3:05pm.
- Students in grades **K-4** + any older siblings will be picked up in the lower lot.
- Students in grades **5-8** will be picked up in the upper lot.
- **Families of students whose last name starts with letters A-M, we kindly ask that you begin arriving at 3:00.**
- **Families of students whose last name starts with letters N-Z, we kindly ask that you begin arriving at 3:15.**
- We kindly ask that as much as possible, you do not arrive before your designated dismissal time. This helps us to prevent dangerous traffic stacking on Wonder Way and Shipyard Blvd.

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 Van - 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 and Social Curriculum (CFCI POLICY #410)

Overview

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 a Morning Meeting (K-5) or Responsive Advisory Meeting (6-8), 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 information that follows details steps that teachers may take to address such behavior. 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 in the course of their daily routines.

- *Morning Meeting* and/or *Responsive Advisory Meeting* is a daily opportunity for students to meet with their homeroom groups to develop community and build the necessary academic and social-emotional competencies that all students need to be successful.
- *Hopes and Dreams and the Social Contract*. Each student is invited to create hopes and dreams and/or goals for their school year. These goals are used to create a social contract within the community during our Constitutional Convention. Students are asked to consider what expectations they should have of themselves and others in order to achieve their goals.
- Other proactive strategies include, but are not limited to: *Teacher Language*, *Interactive Modeling*, *Logical Consequences* and providing *Academic Choice*.

Reactive Strategies

- *Loss of privilege*. Students who misuse materials, time, or relationships may lose the privilege of having them.

- *Take a Break.* The Take a Break space 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.
- *Buddy Room.* At times, students may need a longer opportunity to reflect and regroup. In this case, a student will be sent to the Buddy Room, a designated classroom.

Each of these strategies is intended to give the student the opportunity to regain self-control before the teacher steps in with additional external discipline.

Students who continue to have challenges may be supported through a behavior plan, may have conferences with teachers and/or parents, or may be asked to make an Apology of Action.

For more information, please see the Comprehensive Student Discipline Program, under CFCI Policy #420.

Dress Code

The CFCI Dress Code, a part of our student code of conduct, is an important aspect of our school's culture.

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.

- Shorts should be visible
- Apparel or jewelry should not advertise violence, tobacco or alcohol use, nor contain sexual content or profanity

- Midriffs should not be exposed
- No flip flops are allowed for active play
- Undergarments should not be shown at any time
- No Hats
- Sunglasses are only allowed outside

The following measures will be taken to dress code offenses:

1st offense - Private one-on-one conversation with the student, with the student calling home to get appropriate clothing, if possible

2nd offense - Teacher phone call to parent

3rd offense - Parent conference (with teacher and a coordinator/director)

Cell Phones/Smart Devices

All student cell phones (including but not limited to smart watches or any other electronic devices with cell 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. If a student needs to reach a family member, they may be allowed to go to the office and have the office make the contact.

1:1 Chromebook Policy and Procedures

CFCI is a 1:1 school for our students. Please see the 1:1 Chromebook Agreement linked on the website (for 4-8th grade students).

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.

Specials information

At CFCI we offer several different Specials classes that students attend daily. 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 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 the NC DPI [webpage](#) on the Standard Course of Study.

Growth and Changes (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.

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.

Middle Grades 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 four core teachers, one for each subject area (math, science, ELA and social studies). Students start their day with a Responsive Advisory Meeting, then move into their core class instruction. Exceptional

children's teacher(s) offer support to students with Individualized Education Plans (IEPs) in a variety of ways.

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.

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 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 the 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, chaperone 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/designee 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 Front Office 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 Front Office on the day received.

Assessment

Students at CFCI are assessed for their understanding through formal and informal means. Teachers use data to drive their instruction on a daily basis.

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
- report cards and narratives

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.

Read to Achieve

Read to Achieve is a part of the Excellent Public Schools Act which became law in 2012 and took effect starting in the fall of 2013. The law offers multiple supports for children as they build reading ability with the goal of every child reading at or above grade level by the end of 3rd grade. CFCI teachers administer diagnostic assessments through the mClass assessment suite in order to guide their reading instruction to meet your child’s specific needs in phonemic awareness, phonics, reading fluency, vocabulary and comprehension.

Your child will be assessed in reading at the beginning, middle, and end of the year with various mClass assessments. As your child's teacher receives feedback about the instructional needs of your child, they will communicate those needs directly with you. Teachers and parents work together to promote students' reading proficiency.

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.

Student Support Information

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

What is MTSS?

MTSS, or a Multi-Tiered System of Support, is a tiered framework, which utilizes a team-based approach, using data-driven problem solving to maximize growth for all students. The problem-solving process is structured to identify students who struggle with learning, behavior and attendance. It looks at how students respond to changes in how they are taught in their classroom or school. School-based problem-solving teams, which may include school leaders, teachers, and support staff, meet to talk about possible reasons for learning, behavior and/or attendance needs. The team implements intervention plans for students and progress is monitored using progress monitoring instruments. These assessments help school teams identify how much support students may need based on data.

- In Tier 1, all students receive high-quality, research based instruction in the core curriculum to meet their needs in the general education classroom. Universal screenings identify students who are not achieving as expected, or exceeding expectations, and require additional support within the core curriculum.
- In Tier 2, students who are not making adequate progress in the core curriculum are provided small-group, supplemental instruction in addition to the time allotted for core instruction. Tier 2 includes instruction, strategies, and programs designed to supplement, enhance and support the core curriculum. Teachers monitor student progress frequently using multiple assessments, curriculum-based measures, academic assessments and behavioral data.
- In Tier 3, students receive intensive, strategic, research-based instruction specifically designed and customized to meet the student's needs. This instruction, which targets the student's skill needs, is extended beyond the time for Tier 1 and Tier 2 instruction. Progress is monitored even more frequently than in Tier 2 to determine the impact of the intervention on the student's learning.

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 in need of additional support. Interventions will be put into place and followed through consistently with a team, that includes their classroom teachers, and other reading, math or behavioral specialists that may be best to assist the student.

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/designee 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.

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/designee. Parents are encouraged to come to the monthly meetings. 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. 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. 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.

Parent Collaborative Network (PCN)

The Cape Fear Center for Inquiry Board of Directors, pursuant to N.C. General Statutes §115C-55, establishes and assigns the following rules and regulations for a CFCI Parent Collaborative Network.

It shall be the duty and responsibility of the PCN to work with the school Director/designee, faculty, and Partnership by providing advice, support, and guidance in matters relating to the general welfare of the school. It also shall be the responsibility of the PCN to: (1) improve communication and understanding of education at CFCI; (2) recommend policy and policy amendments; (3) assist in needs assessments and encourage volunteer participation in all activities and events; (4) be informed of the school's financial status; and (5) perform other duties as prescribed by the CFCI Board of Directors; and (6) support and strengthen CFCI Social Curriculum.

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.

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● Flyers● The CFCI website | <ul style="list-style-type: none">● 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/designee 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 aged 18 or older. Requests to review student records and requests to correct inaccurate records may be made to the Director/designee.

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 student's 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/designee who will notify appropriate personnel. Records will be kept in the student's cumulative file.

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.

Fundraising Policy for CFCI

CFCI welcomes opportunities to raise funds to benefit the school and outside organizations. The purpose of and recipient(s) for each fundraising event will be clearly defined and communicated to all stakeholders. For more information about fundraising opportunities, please refer to Policy 730 - Fundraising.

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. All donations made to CFCI must be recorded with the Front Office.

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/designee shall not directly participate in any collection of donations, gifts or contributions from faculty and staff. The Director/designee 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/designee 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 usable equipment in good working condition. If you have equipment to donate, please see the Director/designee to determine if the school can use the equipment before leaving it at the school.

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. 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 information 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.

Lost and Found

Lost and found is a service provided to all members of the CFCI community. Lost items are housed with the front office). Items such as keys and glasses are turned into 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 (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/designee 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/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.

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/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.
6. 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 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.

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://cfcf.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 recurrence of infestation and minimal number of absences.

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

Seclusion and Restraint Policy (CFCF Policy #281)

CFCF 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. Staff trained in the use of seclusion and restraint will use a risk continuum to assess the potential threat to stakeholders or property. Any other concerns not specifically mentioned in this procedure will fall under [NC G.S. 115C-391.1](#)

Emergency Closing Due to Weather

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 canceled 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.

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/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 and confirmed/documented.
- 7) Pick up procedures during a lock down will require that:
- 8) The faculty receives notification to proceed with pick up at the time of dismissal.
- 9) All students wait indoors until escorted away from school by a recognized adult of the CFCI community.
- 10) Parents will be informed in writing that a lock down occurred by a note sent home or emailed to families.

Crisis Management

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 students and to provide information.

Check our website at www.cfc.net and listen to the local TV stations including WECT and WWAY. 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!

- Make sure we have your most accurate contact information. Please keep phone numbers, including cell phone numbers up to date with the front office. Call 910-362-0000 or email at office@cfc.net with any changes.
- Talk to your children about what to do, where to meet, and how to contact you.
- Provide names and contact information for people authorized to pick up your child.
- Remain calm. Remain at home/work to be more accessible if you need to be contacted.
- 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.
- Listen to the local TV and Radio Stations for updates.
- Notify CFCI Administration/Faculty if you see a dangerous or suspicious situation at or near the school.
- Be sure the school has at least a 1-2 day medication supply if your child takes medicine on a daily basis.
- Remember, the schools are prepared, and the safety of our students is our NUMBER ONE PRIORITY.

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 to 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.

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 for a set application period. Applications are made available at parent meetings held through the application period, as well as on the website. 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. (See info on sibling priority below.) Admission to the school is based on a lottery system. Maximum class size limits will determine the numbers of students in each class.

Enrollment Priority/Lottery Exceptions

The following exceptions to the lottery and admissions process may be made each year, in accordance with the 1997 amendments to G.S. 115C-238.29:

Currently enrolled students will be given first priority. children of CFCI faculty/staff members will be given second priority. Siblings of currently enrolled students will be given third priority. Siblings constitute brother or sister, half-brother, half-sister, stepbrother, or stepsister who resides in the same household as the currently enrolled student. Siblings of students who have completed the highest grade level offered by CFCI and who were enrolled in at least four grade levels offered by CFCI will be given fourth priority. Students who were enrolled in CFCI within the two previous school years but left the school to participate in an academic study abroad program or a competitive admission residential program or because of the vocational opportunities of the student's parent will be given fifth priority.

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.