



CORNERSTONE  
LEARNING COMMUNITY

# **Community Handbook 2022-2023**

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**We Believe...** academic and social goals should be treated and discussed in relationship to each other, not separately, so we work to develop both competence and confidence in children. We want our students to be well trained in academic disciplines, to fulfill their creative potential, and to gain satisfaction in their physical, emotional, social, and intellectual development. We want students to love learning and to value knowledge, creativity, and humor. Our goals are for students to be open-minded and compassionate, to gain a sense of themselves and others, and to understand and appreciate the diversity of the human condition. We encourage children to become aware of their academic and social responsibilities and to enjoy the sense of pride that comes from fulfilling them. We value students' questions and respect their struggles to achieve an inner discipline. Finally, we want students to recognize that they have the power and resources to effect change.

### **Our Mission**

Inspire and empower compassionate, global learners.

### **Our Community**

The learning community at Cornerstone values the contributions of all - the students, their families, the teachers, and the administrative staff. We all work together to accomplish our school's mission in our individual day-to-day work as well as through representation on the school's Board of Trustees.

### **Students**

From the three-year-olds in the preschool to the young adults in eighth grade, Cornerstone students bring a variety of gifts to our learning community. The students collaborate to explore big concepts, master valuable skills, and develop strong character. They actively participate in guiding the curriculum by expressing their curiosity and helping determine responsible ways to experiment, learn, and grow. After years of inspired learning, our graduates are:

- Academically adept
- Supportive of a diverse community
- Socially and environmentally responsible
- Flexible, open-minded problem solvers
- Curious, creative, engaged learners throughout their lives

### **Faculty**

The faculty at CLC consists of 38 full and part-time employees with both professional and personal dedication to the school. Teachers actively engage with students daily and know them well as individuals. Teachers have regular meetings after school to discuss issues related to curriculum and teaching practices, in addition to individual meetings with school director and colleagues. Throughout the year teachers participate in staff development opportunities such as workshops, postgraduate courses, and professional conferences. Additionally, lead teachers meet monthly with their respective houses or teams to discuss professional readings and teaching approaches related to their common goals.

## **Families**

Our students' families are partners in the school's success in many ways. Families support their students at home by establishing routines for being prepared for school. Family members enrich our community by sharing their talents in the classroom, helping host school-wide events, serving on school committees, and sharing their perspectives in conversations and conferences. The Parent Teacher Organization (PTO) organizes the efforts of volunteers and works to ensure that families are well-informed, involved, and active in their partnership with the school's faculty, administration, trustees, and each other. The PTO communicates regularly through meetings and email to make all community members aware of the many opportunities for family members to serve, support, and lead at Cornerstone.

## **Administration**

Administrators at Cornerstone are the lead learners, the school spokespersons, and the guardians of the school's founding principles and practices. The Director is supported by a team of administrative staff including the Office Managers, Business Office Director, Admissions Director, Student Services Coordinator, and the Operations Director. There is considerable overlap between "faculty" and "staff." A wider view of the administration includes teachers who accept administrative roles in addition to their teaching duties. Teachers serve as mentors to new teachers, act as facilitators for their team of teachers or curriculum areas, and serve on the school's Board of Trustees. All administrative staff have specific areas of responsibility that support the daily operation of the school. See the appendix for a list of staff, faculty, PTO Coordinator, Room Parents and Board Members.

The financial operations of CLC are the responsibility of the Director, who receives assistance from the Business Director and reports directly to the Board of Trustees. A financial review is performed annually, with a full audit completed every three years.

## **Board of Trustees**

The CLC Board of Trustees is the legal governing body of the school. The purpose of the Board, on behalf of the families of Cornerstone Learning Community, is to see to it that CLC achieves its mission. The composition of the Board is intended to be representative of the whole school community. Representatives include two faculty members (nominated by their peers), up to two parents of children currently enrolled (nominated by the PTO), two non-parent, non-faculty community representatives (nominated by any active board member), the School Director, founding board members, and up to five at-large members (also nominated by any active board member). A current list of trustees is maintained on the school's website ([www.cornerstoneclc.com](http://www.cornerstoneclc.com)) under the Community tab.

Trustees attend Board meetings to discuss updates from its committees, the Director, and event coordinators. Trustees also may discuss other school issues that arise and vote on matters that require Board vote. Meetings will generally be held on the third Wednesday, 6:00-7:30 p.m., most months, beginning in August and going through June. Anyone may bring an issue for consideration to the board through their appropriate representative or by directly contacting any board member. Specific meeting dates can be found on the CLC website calendar (on the home

page under CLC Links).

## **Campus**

### **Gun-Free Campus**

The Gun-Free School Zones Act (GFSZA) is an act of the U.S. Congress prohibiting any unauthorized individual from knowingly possessing a loaded or unsecured firearm at a place that the individual knows, or has reasonable cause to believe, is a school zone as defined by 18 U.S.C. § 921(a)(25).

Any parent with a concealed carry permit must leave the firearm at home in order to be authorized to drive or chaperone a CLC field trip. Parents are not permitted to host official CLC events at home unless they sign an affidavit stating either there are no guns on the premises or that they are properly secured in a firearm locker.

### **Tobacco-Free Campus**

For the safety of our students, CLC is proud to have a 100% tobacco-free school policy. CLC is a smoke-free campus in compliance with Florida's Workplace Smoking Ban. CLC's smoke-free campus policy prohibits smoking, the use of e-cigarettes, or the use of smokeless tobacco anywhere on CLC property.

## **The School Year**

### **Calendar**

The school year consists of approximately 180 days, including teacher planning and parent conference days. The school calendar is created at the end of each school year and published in the summer prior to the beginning of the new school year. A team of PTO members, teachers, and administrators work together to develop a calendar that respects our diverse community and allows families to plan in advance for school events and vacations.

Each week's events are highlighted in the classroom *Friday News*, in the communications from room parents, and the school's website includes the most up-to-date calendar for the year. Any updates to the school calendar should be submitted to the Office Managers.

### **Emergency Closing**

In the event of severe weather conditions, CLC follows the decision of the Leon County School Board regarding closings. When public schools are closed due to the weather, CLC will be closed. These announcements are made over the radio and on television. CLC makes every effort to send the information about a school closing via email, text alert, and on the school's voice mail system by 7 a.m.

When there is a city wide emergency, CLC again follows the decisions of the Leon County School Board. If CLC has its own emergency, staff and parent volunteers will contact all parents/caregivers by text alert first.

In all emergencies, CLC requires that a family member come to pick up children at the school or call to give the name of another authorized adult who will do so.

### **The School Day**

Every class has its own space. In classrooms, children may work at tables and desks but, just as likely, may be having a meeting while sitting in a circle on a rug or working on a project on the floor. They use a wide range of materials, not all of which can be associated with neatness. A typical day includes leaving the building to spend time in our beautiful green spaces. Students should be dressed comfortably in clothing that allows for the flexibility that is part of a regular school day. (See Clothing).

### **Hours**

Preschool: 9:00 a.m. (class starts), 12:15 (half-day pick-up) 2:50 p.m.(full-day pick-up)

Kindergarten: 9:00 a.m. (class starts), 2:50 p.m. (porch pick-up)

First Grade: 8:30 a.m. (class starts), 2:50 p.m. (porch pick-up)

2nd through 5<sup>h</sup> grade: 8:30 a.m. (class starts) 8:35 (late) 3:00 p.m. (circle pick-up)

6th through 8th grade: 8:30 a.m. (class starts) 8:35 (late) 3:10 p.m. (circle pick-up)

**\*Students arriving more than 5 minutes late need to sign-in in the office. There are 3 binders for Pre-K thru 2nd grade, 3rd grade thru 5th grade, and Middle School.**

### **Arrival**

All elementary students are admitted to the school building beginning at 8:30 a.m., middle school students at 8:30 a.m., but they may be dropped off as early as 7:30 for an additional fee. The fee schedule is included in the summer mailer to parents and updated on the CLC website each year. **PLEASE NOTE** that dropping off any time before 8:15am for Elementary, 8:10am for Middle School, or 8:45 am for Preschool/Kindergarten, will incur Before-school Care charges, i.e. dropping off at 8:14 am for elementary students will incur a charge. A CLC staff member will be supervising 2nd – 8th grade students on the upper playground. Additional staff members will be on the lower playground supervising preschool through 1<sup>st</sup> grade students. Arrival and dismissal are busy times in classrooms and in public areas like the front office and parking lot. Should parents wish to speak with a teacher, this **IS NOT** a good time to have a lengthy conversation but it *is* a time to share important information about changes in a schedule. It is also a good time to settle on a time for a phone call or an appointment to discuss something in more detail.

**Note: Please do not drop off your student in the teacher parking lot (behind East House) or the front parking lot. If you are not walking your student to the classroom, please drop them off at the circle in front of the boardwalk. CLC staff are not able to monitor and keep safe students who are dropped off in the front or behind East House.**

**Late Arrival:** Students who arrive late must have a parent sign them in at the front office and fill out a "tardy slip" before the students enter class. This is a necessary part of our system to keep children closely accounted for at all times. This process also keeps children from being marked "absent."

The start of the day sets the tone for the rest of the day and often includes important student duties and class planning. Students miss out on valuable activities when they arrive late. Please note "Tardy and Absence Policy for Middle School students" under the **Attendance** section on page 12. The Director will contact parents if students develop a pattern of late arrival. **Please make every effort to get your student to school on time.**

### **Dismissal**

The school day ends at 2:50, 3:00, or 3:10 p.m. depending on age/grade Monday through Friday for full-day preschool and Kindergarten through 5th grade. Teachers and staff supervise students during dismissal until 3:20. Students who have not been picked up by 3:20 will be transferred to Extended Care and billed accordingly. (Middle School at 3:20.)

### **Dismissal Locations**

Preschool, Kindergarten, and 1<sup>st</sup> : Pickup from the child's classroom.

2nd- 8<sup>th</sup> grade: Drive through pick-up at the gazebo. If you choose to park and walk your child to your car, PLEASE USE SIDEWALKS. DO NOT CROSS THE PARKING LOT.

*During inclement weather, all students will need to be picked up from the classroom porches.*

### **Safety & Dismissal**

At the end of any given day, CLC students go off to many destinations and use many different modes of transportation to get there. Some children are consistently picked up by the same person; others are picked up by multiple family members, caregivers or friends. Transitions are not always easy for children, especially at the beginning of the year or when changes are taking place in their normal routines. Parents can help make children feel safe and secure by establishing their own routine of discussing children's after school plans every morning before school. Preschool teachers note any changes in normal after school plans upon the child's arrival. If you change dismissal arrangements, please notify the office.

### **Preschool Full-Day Program**

This program runs from 9 a.m. until 2:50 p.m. Students should bring lunch and a drink. They will eat lunch and then settle in for a story and quiet rest time. Their afternoon will include snack and enrichment activities.

### **School Trips**

Education at CLC benefits greatly from the extensive use of local places as resources for curriculum. Teachers regularly plan field trips that enrich children's academic experiences and provide service learning opportunities. Teachers will communicate the goals and details of field

trips in advance and reserve the school's bus, or the class parents will help coordinate drivers. By assisting with transportation and supervision, parents are invaluable partners in field trip experiences. Many field trips include costs for admission or transportation. Your tuition payments cover the cost of all day trips. Older students also take overnight field trips - **THE COST OF OVERNIGHT TRIPS IS NOT INCLUDED AND WILL BE BILLED SEPARATELY.** Teachers will announce these trips early in the year to allow parents to budget for out of town trips and plan fundraising. Every effort is made to keep these trips affordable to all families. We want all students to be able to participate fully in overnight school trips, so financial assistance is available to help with those costs. Please see the Business Liaison for information on assistance for overnight school trips.

### **Field Trip Policy**

At the beginning of all field trips, parents and other volunteers who have agreed to chaperone and transport students will be given a copy of the Field Trip Chaperone Driving Guidelines (if driving) and the Chaperone Expectation Agreement. These forms are included in the Appendix for you to read and be familiar with before signing.

Research indicates that phone calling, texting, or emailing using a cell phone or a personal data device while driving is dangerous, and may even approach the equivalent danger of driving while drunk. We recognize that other distractions occur while driving, however, curbing the use of cell phones, and personal data devices during driving, is one way to minimize the risk of accidents. Therefore, CLC prohibits employees and parent volunteers from using cell phones or personal data devices to text, email or surf the internet while driving a CLC owned vehicle, CLC rented vehicle or personal vehicle for school purposes. Cell phone voice calls while driving a CLC owned vehicle, CLC rented vehicle or personal vehicle are allowed only when made using hands-free mode.

In Kindergarten, foundations are laid for routines and expectations for future off-campus trips. For many of our kids, this is the first time they are riding the bus. **Parent chaperones need to accompany the class on the bus for field trips.** Our goal is to be in a position to quickly remind children of behaviors that will keep them safe. It is important to have chaperones that will be able to help us with this task.

We value our extended, classroom families and are immensely grateful for all parent involvement. **Please be aware that chaperones may not always be with their child's group during field trips and will be assigned where needed.** We want to thank you ahead of time for taking time out of your busy schedules to accompany us on our educational experiences.

We appreciate our parents' realization that the safety and well-being of our students is of the utmost importance, so thank you for following these guidelines when driving students in your vehicle.

## **Extended Care**

### **Extended Care for Preschool-8<sup>th</sup> Graders**

Extended care is available from 3 until 6 p.m. for preschool through 8<sup>th</sup> grade students. Children in preschool through 1<sup>st</sup> grade have extended school care in the Kelso House and on the lower playground, and students in 2<sup>nd</sup> - 8<sup>th</sup> grade meet in a classroom and on the upper playground. The children enjoy supervised play, snack time, and a variety of planned activities. A supervised study hall is available to students in 2<sup>nd</sup> -8<sup>th</sup> grade from 3:30-4:30 (M, T, Th, F). Other classes, such as art and music, are sometimes available but carry an additional charge.

### **Late Fee**

Children in school care must be picked up by 6:00 p.m. (Late fee for parents picking up past 6:00 pm.: \$1.00/min.) All billing for Extended Care is done at the end of each month and will show up on the following month's statement.

### **Picking up from Afterschool**

Be sure to see an afterschool staff member in order to sign your child out each day when picking up from afterschool. PLEASE REMEMBER, WE CAN ONLY RELEASE YOUR CHILD TO INDIVIDUALS LISTED ON YOUR AUTHORIZED PICK-UP LIST. If you need to make any changes to your authorized pick-up list, please provide that information to the front office in writing. You can do that by filling out a short form (available in the office) or sending an email to [clcoffice@cornerstoneclc.com](mailto:clcoffice@cornerstoneclc.com).

### **Play Dates**

All arrangements must be made in advance and CLC recommends that they be reconfirmed the day before to make sure the plans still stand. Children are not permitted to phone parents during the school day to make play dates.

### **Emergency Childcare**

CLC is usually able to accommodate requests from parents for emergency child care by incorporating students into the Extended Care program. Call the office to let us know that your child needs to stay on campus after school.

### **Attendance**

The school keeps attendance records for all students. These records are placed in each student's file and are sent to other schools when records are requested.

Parents are asked to schedule routine physical or dental appointments after school hours. CLC also asks families to coordinate vacations with school holidays.

If students will be on a family trip when school is in session, parents need to fill out an **Arranged Absence Form** and speak to the classroom teacher about any academic implications and make-up work (see **Homework** section). CLC respects absences for religious observances.

Any extended, anticipated absences must be approved at least a week in advance by the Director

(2 weeks in advance for Middle School students) using an **Arranged Absence form**. Middle school students with excessive absences may have consequences that affect grades or course credits.

## **Celebrations**

Cornerstone's Board of Trustees and the school's administration monitors CLC's curriculum and school wide activities to ensure that they reflect the school's commitment to honoring and learning about differences in religious and cultural backgrounds. Curriculum and school-wide activities will not endorse any single religious or cultural perspective, but will promote sharing of cultural differences.

The school does not sponsor or initiate any celebrations that are exclusive to any single religion. For instance, we do not, as a school, have plays or musical performances to celebrate any religious tradition, and we do not promote the teachings of any religion. However, to promote the sharing of cultural differences, we invite families to share from their traditions. So, a parent might approach a teacher or teachers and offer to talk to a class about how his or her family celebrates a particular religious holiday. Those talks or activities must be approved by the teacher, and the purpose will always be to help students learn about the rich diversity of religious or cultural celebrations.

Cornerstone is, as our covenant states, a **Celebrative Place**, so we greatly value opportunities to celebrate together. Our Fall Festival, Community Sings, Winter Celebration, Spring Recitals, and many other events throughout the year are school-wide events meant to celebrate the beauty and joy of the seasons and to strengthen the bonds of our school community. We also enjoy recognizing students on their birthdays. If you would like to celebrate your child's birthday at school, please coordinate these plans with his or her teacher. In some cases there are students in the class who have allergies to certain foods or additives, so special arrangements may be necessary to ensure that everyone can participate safely. There may also be students in the class who do not celebrate birthdays. In those cases, the teacher can help to plan the celebration in a way that is sensitive to those children's feelings.

Individual classes may have celebrations for Halloween and Valentine's Day. If children choose to dress up for Halloween, their costumes must be appropriate and not frightening. If Valentines are given out, they should be given to everyone in the class. Please **DO NOT** send any candy for either celebration.

If you have any questions about our school's policy on celebrations, please speak to your child's teacher or to the director.

## **Dress Code**

### **Basic Principle**

Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

### **Students Must Wear**

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings.
- Shoes; activity-specific shoes requirements may apply. Shoes are optional in the classroom, but if students remove their shoes, they must wear socks or slippers.
- Students should wear clothing that is suited to their physical activities outside and that is appropriate in a school setting that includes children as young as preschoolers. We expect families to assist the school by helping children exercise good judgment in their selection of clothing each morning, on trips, and at school events.

### **Students May Wear**

- Hats, including religious headwear.
- Hoodie sweatshirts (over the head is allowed).
- Fitted pants, including leggings, yoga pants and “skinny jeans”.
- Midriff baring shirts.
- Pajamas.
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and “tube” (strapless) tops.
- Athletic attire.
- Clothing with commercial or athletic logos .
- Bathing suits on field trips that include swimming.

### **Students Cannot Wear**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear (Visible waistbands or straps on undergarments worn under other clothing are not a violation.)
- Bathing suits (except on field trips where swimming is expected).
- Helmets or headgear that obscures the face (except as a religious observance).

### **Lost and Found**

Students often leave jackets and other articles of clothing on the playground or on the porches. These can be claimed in the lost and found bin in the gazebo. Unclaimed clothes and other articles in lost and found will be donated to Goodwill when the bin becomes full. *Please make sure that you have written your child's name in all clothing.*

### **Valuables and Personal Property**

Children are urged to leave valuables at home, as the school cannot assume responsibility for loss or damage. We discourage parents from sending laptops, tablets, ipods, etc. with students. (See our No Cell Phone Policy)

Middle School students may be allowed to listen to music through headphones while having individual work periods. Music players must remain in the backpacks or lockers for all other parts of the day.

If money or other small valuables must be brought to school on a given day, they should be given to the teacher for safekeeping until dismissal time. There are no accommodations in the building for student skateboards or scooters. Bicycle racks are provided.

While the school recognizes children's desire to share things from home, there are ample opportunities to do so within the curriculum. The nature of the CLC community encompasses a broad economic range. Parents are asked not to send toys or other items to school. This does not apply when teachers make special requests of parents in connection with school plays, etc.

Cornerstone Learning Community provides students with access to technology by providing computers, internet, and other tech tools, including software and platforms. Students use these IT resources and others for class work, research, preparation of assignments, communication and development of their own technology skills.

### **Acceptable Use Policy**

Care must be taken to ensure the resources are protected from harm and that students are not exposed to offensive or illegal materials. Students and parents should carefully read the conditions stated below. To have access to the schools' IT resources, students must, each year, agree to abide by this CLC IT Acceptable Use Policy. It is the joint responsibility of staff and the parent or guardian of each student to educate the student about their responsibilities and to establish ethical expectations when using technology.

## **Student Policy/Agreement**

Acceptable uses of technology are activities that support teaching and learning. As a user of technology at CLC I will:

### **1) RESPECT and PROTECT The Privacy of Self and Others. I:**

- a) Will keep my password and login name private for all my accounts and make sure my profile is protected.
- b) Will only use my own accounts, not log in as someone else and keep my files private.
- c) Won't include my full name, address, phone number, school name or anyone else's personal information, if I publish information or images online.
- d) Will consider carefully whom I allow to be my friends online.
- e) Will acknowledge that all contributions to the Internet leave a digital footprint and are public and permanent.

### **2) RESPECT and PROTECT All Electronic resources like they were my own. I:**

- a) Will be a responsible user and understand that access is a privilege, not a right.
- b) Will use laptops / tablets / and other devices (including desktop computers, data loggers, cameras, and the like) carefully. I:
  - i) won't use around food or drink.
  - ii) won't walk with the laptop open.
  - iii) will be careful where I place the device.
  - iv) won't use the devices during break and lunch, except in study hall.
  - v) will leave protective shells on any resource that I have been given to use.
  - vi) will neatly return laptops and chargers AND plug in laptops to recharge.
  - vii) won't change the desktop display on computers -- images, rotation, color, etc -- unless given express permission by supervising teacher.
  - viii) will log out from programs, platforms, and devices when finished using them.

### **3) RESPECT and PROTECT The Intellectual property of others. I:**

- a) Will cite sources used including: information, music, videos and images.
- b) Won't plagiarize.
- c) Will use only the software programs provided and installed by CLC.

### **4) RESPECT and PROTECT The Principles of community. I:**

- a) Will use polite language when communicating in any format in school as well as outside.
- b) Won't ever use any form of electronic communication to harass, frighten, intimidate or bully.
- c) Will use the computer and the Internet only for schoolwork while on campus, including but not limited to class time, study hall, or in the homework room.

- d) Won't download or stream music, movies, or games for personal use during school hours or after school, unless given express permission by my supervising teacher.
- e) Will use only the programs and websites that my teacher has suggested or approved.
- f) Will print only once (and with permission) and not waste resources. If it does not print, I will delete the queue before attempting to print elsewhere.
- g) Will use social networking or gaming at school only for school purposes and under teacher supervision.
- h) Won't download, access, and/or share content -- either through the school's Internet access or personal cellular data -- that would be deemed inappropriate for a school setting by a supervising teacher or parent.

The use of computers and other technology tools is a privilege that comes with special responsibilities.

#### **Student's Agreement**

I have read this list of guidelines. When I use the computers/devices and the Internet at school or home, I promise to follow these guidelines at all times, including when utilizing social media platforms with peers. I understand that I might not be allowed to use the internet enabled devices if I do not follow these guidelines.

#### **Parent's Agreement**

I have read this list of guidelines. I will assist my child in following these guidelines at home and at school, especially when their technology time pertains to school work. I understand my child's access to technology may be limited if they do not follow these guidelines.

#### **NO Cell Phone Policy**

***CLC employs a No Cell Phone Policy for students.*** Student cell phone use will not be permitted on campus nor on the bus either during the school day or during Extended Care. If a student needs to contact their parent/guardian while on campus or on a field trip, a school phone or teacher's phone should be used.

For any class research or music listening, etc. that has been authorized by a teacher, a school computer or tablet is to be used.

Recognizing that some families may need their student to have their cell phone to use in the mornings before arriving at school and/or after leaving campus for the day, parents/guardians may authorize their student to carry a cell phone in their backpack by using **Cell Phone Authorization form** (you can find blank copies in the office). The authorized cell phone may not be used during the school day, during Extended Care, while on the bus, nor during Extended Care activities. The phone must remain turned off and in the student's backpack on the porch at all times while on campus and is not to be carried in a pocket or otherwise on a student's person.

If any student uses a cell phone while on campus, the cell phone will be confiscated, requiring a parent/guardian to pick it up and sign for it in the office, which closes at 4pm. Cell phones can only be released by an administrator and after the cell phone policy infraction form has been signed by the student AND the parent.

In the event of an urgent communication need that can only be addressed by using the student's cell phone as opposed to a school or teacher's phone (i.e. "the office doesn't have mom's new cell number and I need to look it up"), the student must request permission and complete the call or text need in the presence of a teacher. The phone is then to be immediately turned off and returned to the student's backpack.

### **Behavior Policy**

We are developing our school-wide behavior expectations. As of this writing we have four expectations:

1. Be a learner.
2. Be a problem-solver.
3. Be a community builder.
4. Be safe.

More work on this policy is coming.

## **NO BULLYING POLICY**

### **CLC Bullying Prevention and Intervention Policy**

#### **Mission**

CLC is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

#### **Definition**

The intent of bully prevention and intervention is to maintain a learning environment that is free from bullying and harassment. It is to promote positive interpersonal relationships between everyone at CLC. The School intervenes on any behaviors that go against our covenant of learning from students during school hours or during school-sponsored events. CLC will promptly and thoroughly investigate reports of bullying, and infringers will be addressed.

Bullying is the use of implied or explicit aggression with the intent to harm, demean, or downgrade another person. It is frequently a persistent, focused, and targeted pattern of behavior resulting in pain and distress to the victim. Bullying involves a perceived imbalance of power between the bullying child and the child being bullied. It can be displayed in a variety of forms including emotional, physical, racial, sexual, verbal, relational, or cyber.

### **Intervention**

Bully intervention is addressed through a common restorative discipline approach that is developmental, graduated, and consistent. CLC attempts to handle bullying preventively as well as through immediate intervention with a variety of measures and procedures. Referral intervention is also a part of the program through Student Services. Consequences are determined by a number of factors including the developmental nature of the child, age of the students, numbers of offenses, conduct history, relative severity of the incident, and the past history of the parties involved.

### **Potential Consequences**

- Documentation
- Written apology with facilitated communication, if possible
- Parent contact
- Written correction: citation/minor/major infraction, contracts, supervision, restrictions
- In/Out school suspension
- Exclusion from school areas
- Counseling
- Removal from extra-curricular/co-curricular activities
- Emergency removal for safety, cool-down, or investigative purposes
- Referral to the Admissions Committee for possible expulsion or permission to withdraw

### **Emergency Procedures**

#### **Open Campus**

Our open campus allows for personal freedom. It also presents some security challenges. To allow important information to be relayed quickly, we ask all staff (including special area and classroom teachers) who are walking outside with students to carry a two-way radio. We ask that all staff members be watchful when around campus and report anything of concern to the administration immediately, especially regarding unknown persons on campus. All employees, substitutes, volunteers, and visitors should wear their assigned badge **AT ALL TIMES** while on campus.

#### **Sexual Predator Notification of Staff**

As a school our policy will be to notify all staff and to distribute flyers via email on registered sex offenders as we receive them. Directors will also monitor the FDLE website for postings on all sexual offenders in this region of the city. We ask you to keep a file in your room for the flyers and to review the flyers on a regular basis. If you see any of these predators near or on school grounds, please notify the office immediately or call TPD directly (and then notify the office).

#### **In the Event of a Lockdown**

A lockdown procedure (different from the Violent Intruder protocol) is used any time the office is alerted to a threat. This may be from law enforcement agencies or staff members. Our staff is

always on alert for signals that something is happening in our area (helicopters, sirens, etc.). After obtaining information, the director or his or her designee will decide if a lockdown is warranted. Cornerstone's policy is to err on the side of caution in making this determination, and impact on students is minimized whenever possible. To ensure parents stay informed, an email is sent by the end of the day.

In the event of a lockdown, the school will notify parents of the cause, actions taken, and outcome. If a lockdown or other emergency occurs during drop off or pick up, the school will contact families via text alert **first** and follow up with an email later.

**Emergency Drill Schedule (A list of procedures for each situation are included in the Appendix.)**

**Fire/Evacuation Drill**

- Monthly
- With Students

**Inclement Weather Drill**

- Once Per Trimester
- With Students

**Basic Lockdown Drill (Passive)**

- Once Per Year
- With Students

**Violent Intruder Drill (RUN, HIDE, FIGHT – Active/ALICE)**

- Twice Per Year
- **Staff Only**

**Health, Safety, and Nutrition**

CLC wants to have the healthiest possible environment. The school undergoes regular inspections by the Leon County Health Department and complies with all their regulations. These are constantly undergoing refinement and improvement. To ensure that our school facilities and playgrounds are safe, we conduct routine safety checks and perform necessary maintenance as soon as unsafe conditions are identified. We also conduct monthly fire drills, have a yearly test of alarm equipment, and schedule periodic safety inspections by the fire department and police department.

**Medical Records**

CLC requires a well check form and immunization record be on file for each student. New preschool students, upcoming kindergarteners and 7<sup>th</sup> graders need a new certificate of immunization before starting school. **Your child may not attend class the first day without this information.** Emergency information forms are provided at the beginning of each school year. It is important that each child's file include current health and contact information *each year*. The Health Department makes periodic inspections of school medical records. Any child found to have an inadequate medical exam or immunization status will not be permitted to attend school

until the required certificates have been provided. If a medical or religious reason prevents the administering of any required immunization, a statement must be on file at the school that complies with city and state guidelines. You may be asked to provide or update medical information during the year if your child's class takes an overnight trip out of town.

### **Accidents**

The Administrative Staff and classroom teachers are trained to administer general first-aid for minor injuries. All injuries that occur at school which require serious first aid or medical treatment will be documented in Renweb and the report emailed to parents or guardians. In case of serious injury requiring a physician's attention, CLC makes every effort to reach a parent by telephone. If the parent cannot be reached, a teacher or other responsible adult will take the child to the medical center indicated by parents on the re-enrollment form.

The school carries Student Accident Insurance for all students. This insurance provides limited coverage for accidents incurred during the school year. Claims may be made only after a family's primary insurance coverage is exhausted. For students with no private insurance, the school's policy serves as primary coverage. Parents are responsible for filing claims, through the school office, within 10 days of any accident.

### **Illness**

Children should not be sent to school if they are not feeling well or are unable to participate fully in the daily program, which includes time outdoors. A child who is not well cannot benefit from the program and jeopardizes the health of others. *Specifically, a child who is coughing, sneezing or has a sore throat, fever, running nose, headache, earache or upset stomach should remain out of school until these symptoms have cleared. If there is fever, the child should not return to school until his/her temperature has remained normal for a full 24 hours without fever-reducing medication.* Children who are throwing up must also remain at home for 24 hours after symptoms have cleared. If a child is ill in school, parents will be notified to come and take him/her home. Please see the *Sick Child Policy* on our website under CLC Links for details.

If a child will be absent from school, a parent should call or email the office by 8:30 am. When students are absent for 3 or more days because of an illness, a doctor's note is required. Any communicable disease or other infectious condition must be reported so we may advise families of other children in the class about the exposure.

### **Medications**

CLC requires that prescription medication be sent to school in the original bottle accompanied by clear, written instructions from the doctor. A medication release form needs to be filled out in the front office, signed and dated by a parent. Copies will be sent to the teacher if needed. All medications are stored in the front office or in the child's classroom (the first Epi-pen is stored in the classroom; if a 2<sup>nd</sup> is provided it is stored in the office) and refrigeration is available. Parents are sometimes able to monitor administration of prescriptions themselves by asking a doctor to prescribe ones that can be given outside school hours (with breakfast, at bedtime, etc.). Should medication need to be administered at school, school staff will dispense it in the front office. Students should not have over the counter or prescribed medications in their

backpacks, lockers or classroom.

### **Nutrition**

We urge parents to provide their children with a healthy breakfast before school begins. CLC does not have a cafeteria; all meals are eaten outside, on the porches, or in their classrooms. Preschool and Kindergarten students are served a mid-morning snack daily. Lunches are brought in from local suppliers and *orders are to be placed for the month by using the form that is sent in a Community Email. This is the responsibility of the student/parent.* All students may bring bag lunches if not ordering. Please do not send soda or caffeinated beverages for your child. Please limit high sugar items in lunches, as this can cause a "sugar low" later in the school day. Students should bring refillable water bottles for use at school. Students are required to take these bottles to all P.E. classes.

### **Lunches for School Trips**

CLC requests that lunches on these occasions be packed in travel ready containers and labeled with a student's name. If these are placed in a small plastic shopping bag they are easier to transport.

### **Allergies, Religious and Dietary Restrictions**

Enjoying food together is a frequent classroom activity, particularly in the Lower School. Parents should speak with teachers about dietary or religious restrictions.

### **HOMEWORK: Purpose of Homework**

We believe that homework should be a natural extension of the assigned, ongoing work in all classes. Meaningful homework is introduced at the youngest ages and becomes more challenging as students move into middle school. It is through these meaningful assignments that children put ideas together, make connections, and gradually define their own intellectual perspective on a wide variety of themes. We are aware that our students make a transition to high school where they often encounter quite different expectations.

While this accounts for a gradual introduction of different kinds of assignments and an increased exposure to testing, the best preparation for high school remains the meaningful assignments that represent the bulk of CLC homework. In the early years, homework starts with simple requests for children to bring information or material to school. It may extend to occasional requests to record things students are doing outside school, from observations on trips to vacation reading.

Most children rely on parents to provide needed materials, to be helpful in structuring their use of time and to establish a quiet place to work on homework that is free of distractions. While we hope, and sometimes ask, that parents take an interest in the substance of the homework, in most cases parents eventually need not involve themselves in all the details of their children's work. It is not helpful to a student or a teacher for parents to complete a child's homework.

Parents can also accompany their children to the public library to locate references or research materials for school projects. In an era of wide access to information through the Internet, CLC

advises parents to be mindful of children's use of the internet and to engage their children in conversations about the dilemmas that children face in view of the uncensored nature of the information available there.

### **Difficulty with Homework**

The school is sensitive to individual student abilities in approaching and completing homework. It is valuable for teachers to be kept abreast of students who are having difficulty with homework assignments. In the event that parents notice a child having difficulty with homework, they should help the student identify the problem and encourage the child to speak with the teacher directly. CLC requests that parents then send an email or note to the teacher the following day that explains the student's questions or problems with the assignment.

### **Homework During School Absence**

Middle School students who are absent but are able to do homework should 1) check Edmodo.com groups AND 2) Email their teachers for missed classwork and homework assignments. Upon returning to school, s/he should get a **Missed-Work** sheet from his or her 1st period teacher and take it around to teachers to fill out. The work to be made up may also include missed classwork where applicable as well as assigned homework.

Parents planning an absence need to fill out an **Arranged Absence form** at least **two weeks** ahead of time (forms can be picked up in the office or printed from CLC's website at [cornerstonelc.com](http://cornerstonelc.com)) and turned into the office for teacher and Director approval. This gives teachers time to prepare assignments for students to complete during their time away from school. However, we encourage families to plan trips when school is on break rather than during the school year, as students miss valuable classroom instruction and collaboration with classmates - many forms of class work simply cannot be duplicated away from school!

### **Summer Reading**

Talking to children, sharing stories, and reading books reinforces the importance of language for information and for pleasure. Some classes require reading and response journals to be completed over the summer.

### **Parent-School Communication**

CLC communicates regularly with parents through a variety of means:

- Bi-Monthly School-wide newsletter via email and weekly teacher letters (in Friday folders)
- Notes and emails from classroom teachers
- The school's website ([www.cornerstonelc.com](http://www.cornerstonelc.com))
- *Parentsweb* for grades, class information, online directory
- Various mailings throughout the year
- Regularly scheduled conferences between teachers and parents

An equally important part of parent/school communication is the ongoing dialogue parents initiate with their children's teachers. It is vital for parents and teachers to develop relationships built on trust and mutual respect. Open communication need not be limited to conference days

and class meetings. For teachers to foster children's growth at school, it is helpful for them to be informed about significant changes in children's lives outside of school. Children react and respond in different ways to the changes that take place in their lives and it is not unusual for significant changes at home, in the family, or other factors to affect them. Examples of such change may include, but are not limited to changes in children's regular routines; family members who are absent or traveling; changes in family structure (including knowledge of impending changes) such as births, deaths, separation, divorce or remarriage; serious illness in a family including important members of the child's extended family; and loss or death of pets. Any change in individuals working with children such as sitters, tutors, therapists, or other professionals is also important information to share with a teacher. Furthermore, it can be helpful for teachers to know if parents become aware that children are experiencing difficulties at school, with homework, or other school-related matters.

In communicating with teachers it is also important to remember that children often save their most difficult feelings for sharing with parents and; as a result, teachers may not always be aware of things that a child identifies as difficult. Teachers may also see children responding and coping well with situations that arise in the classroom that parents do not hear about at home. Understanding both aspects of children's lives in school is an extremely important aspect of parent/teacher communication.

Certain times may be easier or harder for teachers to speak with parents, particularly about topics that require an extended discussion. Arrival and dismissal times are particularly busy times and it is difficult for teachers to give their full attention to discussing topics that are substantive. At these busy times of day, notes about changes in schedule or setting up a time to meet or talk by phone can be productive. Teachers do their best to return calls and respond to notes and email in a timely fashion. It can be helpful if parents suggest a series of times when they can be reached. Teachers have limited free time during the school day.

Emergency communications can be made through the front office.

Do not attempt to discipline, reprimand, or interrogate another child on or off the school campus. If problems arise with a particular child, let the teacher or principal know. If it continues, keep letting us know. We will put procedures in place where each child can feel safe and secure. If you as a parent attempt to discipline another child it places your child in an awkward position. It makes any school problem worse. We will do what it takes to help you and your child to solve problems here at school.

### **Messages & Phone Calls**

Teachers cannot be interrupted during class time to take phone calls. Students and teachers are not called to the telephone during the school day, except in the case of emergencies. If parents wish to reach teachers, they may leave a message with the office staff or e-mail the teacher. Written messages are placed in teachers' mailboxes and teachers get back in touch at their earliest convenience. Teachers check their mailboxes for messages and emails at the end of the

school day.

Please do not expect the office staff to be responsible for delivering messages to other parents or providing other parents' telephone numbers at work. Lists of parents' home phone numbers and email addresses are in Renweb. **Please do not use these email addresses for purposes not related to school.**

Messages for the PTO coordinator may be left in the PTO mail box located in the office, or via email at [pto@cornerstone1c.com](mailto:pto@cornerstone1c.com).

### **Email Communication Guidelines**

In our covenant of learning, teachers commit to **keep parents informed in a respectful, honest manner**. They will communicate important issues concerning their class activities and curriculum through weekly letters and open houses. Teachers will contact parents when they have concerns about academic performance and behavior. Individual conferences will be scheduled when there are serious concerns about a student. Teachers will meet with all parents in progress conferences twice a year.

We believe timely, respectful communication between parents and teachers is vital to supporting the growth of students and productive relationships within the school community. Specifically related to email, we ask our teachers to check their email by the end of each day, but we do not require them to answer email after school hours. We also ask that teachers write concise, professional emails to parents for these purposes:

- to convey general information related to class activities or assignments, changes in the calendar, upcoming events or projects, or curriculum
- to set up a meeting or a phone conversation related to an issue related to a student's behavior or
- academic performance,
- to respond to or follow up on a parent question

We ask that parents keep the following guidelines in mind when emailing teachers:

- Please do not use email for emergency communication or for communication that is time-sensitive, such as changes in whether a student is staying for Extended Care. All communication that requires a quick response should be phoned into the office. All communication about medical or health concerns should go through the front office.
- Concerns you have regarding your child's academic progress, social interactions, or behavior are best dealt with through a phone conversation or a scheduled meeting.
- Please keep all email communications respectful and professional.
- Please respect teachers' time and understand that they serve many families. Keep email communication short and limit its use to quick information exchanges or for scheduling

meetings or phone conversations.

- Group email conversations should be used to exchange information or to provide support to families, never to critique a child, teacher, or policies. We ask that concerns or complaints be addressed first to the person most able to respond (usually the teacher), and that if there is no satisfactory solution that the Director be asked to join the conversation.

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## **Conferences**

### **Winter & Spring Conference Days**

Winter and Spring conferences are held twice a year on specially designated conference days in December and May. Please arrive promptly and notify the school in advance if an appointment must be canceled. Additional conferences may take place during the year at the request of parents, teachers, staff or students. Conferences may involve students or be solely between adults.

### **Other Conferences and Conversations**

Conversations with teachers may uncover topics that parents feel warrant further discussion. If there are classroom-related issues to resolve, the parent/caregiver should always bring them to the teacher first. In general we request that families follow the communication chain described below:

- General matters having to do with the classroom: **classroom teacher or special area teacher.**
- General matters having to do with the content of curriculum or teaching methods: **classroom teacher, special area teachers and Director if needed.**
- Questions regarding a child's social or emotional development, including parenting challenges: **classroom teacher and Director if needed.**
- Questions about coordination of tutoring or testing: **Student Services Coordinator if needed.**
- Questions about school policies or procedures: **Director.**

Children do best in settings where they enjoy the support of both educators and parents. There will undoubtedly be moments when children, parents, teachers or administrators question one another's decisions. These moments can be productive for all when everyone involved approaches the problem solving cooperatively. Children should know that we all work together. Parents are encouraged to communicate directly with teachers when they have questions. It is generally not productive to include a child in the discussion until the adults have agreed on a strategy for working together on a particular challenge. It is also generally difficult to proceed collaboratively when any advocate for a child does not take time to reflect on a broader picture before responding to a particular situation.

## **Assessments**

### **Progress Reports**

Timely summative assessments are also used to document progress. CLC favors an approach that honors different paces of development in individual children, recognizing that development can be uneven across subject areas. We support the self-esteem of all learners through differentiated instruction.

CLC favors an approach that honors different paces of development in individual children, recognizing that development can be uneven across subject areas. We support the self-esteem of all learners through differentiated instruction.

Every twelve weeks teachers prepare a written Progress Report for each child in 1<sup>st</sup> - 8<sup>th</sup> grade. This is a structured reflection of the child's overall progress during the term. Preschool and kindergarten children will receive a developmental assessment twice a year in the fall and spring. In both cases consideration is given to social, physical, and emotional growth, as well as cognitive and intellectual development.

### **Standardized Testing**

The Iowa Test of Basic Skills is administered each fall to children in the 3<sup>rd</sup> through 8<sup>th</sup> grade. The results are helpful indicators of a child's progress from one year to the next in the areas tested: vocabulary development, reading comprehension, written conventions, math concepts, math computation and math applications. Parents may discuss a single year's results with a teacher during conferences. Patterns observed over a period of years or the wider implications of a child's scores may be discussed with the school's Student Services Coordinator and the Director.

The interpretation of test scores must consider many factors relative to a given child, not the least of which is that learning rarely progresses at a steady, predictable pace. Test scores alone are insufficient measurements of academic performance and are only one of many criteria used by the school in evaluating a student's progress.

### **Diagnostic Testing**

Diagnostic testing by the school's Student Services Coordinator is administered as needed or upon request of a classroom teacher. These evaluations help teachers to provide each child with the most suitable educational approach. Parents are notified when a teacher feels additional assessments are indicated. Parents may initiate diagnostic testing by contacting the school's Student Services Coordinator. A fee is charged when assessments are conducted at the request of a parent. When diagnostic testing indicates the need for tutoring outside the classroom, parents will be advised of their alternatives and the costs. When evaluations indicate that further assessment or individual tutoring is needed, parents are asked to assist in making these arrangements.

## **Visiting**

### **Parent Visits to Classrooms**

CLC appreciates parents' interest in sharing their children's educational experiences. Many

parents have knowledge, hobbies, or professions that can add a dimension to a classroom study. It is important to us that visits to the classroom by parents be **well-planned and sufficiently prepared for** by the teacher and parent. **Please check in at the office before going on campus and pick up a volunteer/visitor badge.**

### **Admissions and Outreach Visitors**

People visit CLC frequently. The range of visitors includes parents of prospective students or students and educators from area colleges working with CLC staff. The steady flow of visitors interested in seeing the school means that we must plan and coordinate carefully to avoid strain on teachers and children. All of these visitors are required to check in at the office to assure the safety of students and teachers.

### **What's Where?**

#### **Address:**

**2524 Hartsfield Road,  
Tallahassee 32303**

#### **Office:**

**(850 )386-5550**

#### **Fax:**

**(850) 386-5421**

#### **Campus Buildings**

*East House* - Kindergarten through 3<sup>rd</sup> grade.

*West House* - 4<sup>th</sup> grade, 5<sup>th</sup> grade, middle school science, math, foreign language.

*Portables* -Student Services, Middle School Language Arts, Music, Middle School Social Studies.

*Kelso House*- Administration, Preschool, & Art Room.

### **Who's Who?**

A complete list of Faculty, Staff and Trustees is in the Appendix, and also available on our website [cornerstonelc.com](http://cornerstonelc.com) under the **Community tab**.

### **Tax Information About CLC**

- Tax Identification Number: #59-3622879
- Tax-Exempt Status: #85 – 8012604071C-4
- 501-C3: Outright and in-kind contributions are tax deductible

### **Admissions**

#### **General**

The school begins processing applications in August for the following year. Admissions

materials can be picked up in the Admissions Office, downloaded from the website or mailed upon request. Parents with friends who are interested in the school should encourage them to contact the Admissions Office and take full advantage of the information and visiting opportunities the school offers. The school conducts weekly tours by appointment. We have found it most helpful if a parent has read our admissions material before visiting. All admissions information is available on our website (cornerstonelc.com).

### **Sibling Admissions**

Parents who want to apply for siblings should get their applications in as early in the year as possible. Although the Admissions Committee gives preference to sibling applicants, admissions cannot be guaranteed.

### **Exceptional Students Policy**

Students with special needs--identified by Exceptional Student Education (ESE) placement or Individual Education Program (IEP)--are admitted when the staff and the student's parents believe that CLC's learning environment best fits the child's needs. We expect all students to make the academic and social progress that matches their abilities. If progress requires the use of additional resources such as tutors, therapists or specialized assessment and remediation, parents are responsible for the additional costs.

Teachers will provide reasonable accommodations which will be specified and agreed to through 504 Plans, IEP's and the accommodations that evolve naturally in the classroom. Teachers will work to build the strengths of each child while providing opportunities for students to strengthen areas where they need to grow.

### **Enrollment Contracts**

According to the policy of CLC's Board of Trustees, Enrollment Contracts are sent in the Spring upon your child's acceptance for the upcoming school year. Please read the Enrollment Contract carefully and return to the school signed by the stated deadline. The pledge to treat every family's financial information confidentially extends from the Director to the Business Liaison for the purpose of issuing contracts, awarding financial assistance, monthly statements, and other fees. If you have any questions or concerns, please contact the Director.

### **Paying Bills**

All students are enrolled for the entire academic year, unless expressly agreed to the contrary. Tuition for the academic year is owed to the school upon your child's acceptance. Parents/guardians may elect to pay regular monthly or quarterly payments in lieu of the total tuition prior to the beginning of the academic year.

If a parent/guardian chooses to make regular monthly or quarterly payments, each payment is due the 1st of each month or quarter (or within 10 days of the date on the monthly/quarterly email ) according to the following payment schedule:

- First **monthly** payment is due July 1st.
- Subsequent **monthly** payments are due the 1st of each month (August - June).

- **Quarterly** payments are due July 1, October 1, January 1, and April 1.

Payments received after the 10th of each month (or after 10 days of the date of the statement email) are considered late, and will be subject to a **\$20.00 late fee**.

If payments are more than 45 days late, you will be considered in breach of the Contract, and the school will discontinue serving the student unless a payment schedule is agreed upon by the parents and the school.

Accepted payment methods include:

- Check (can be dropped off in the lock-box or mailed to the CLC office. Returned checks will be assessed a **\$25.00 processing fee**.)
- Cash (can be dropped off at the CLC office in the lock-box)
- Electronic Check (via the payment link in your monthly invoice email or in the CLC office)
- Credit Card (via the payment link in your monthly invoice email or in the CLC office)\*

**\*Please note, families will be billed for any usage fees incurred when paying by credit card. Fees typically range between 2.9%-4.2% depending on the card type used. Usage fees will be added to the following month's invoice.**

Only payment for the full invoice amount can be made online. Partial payments can be made by check, or cash in the CLC Office.

## **Supporting Cornerstone**

### **Promoting CLC**

There are many exciting opportunities to promote CLC in our larger community and to create greater awareness of our students' achievements. Through our development efforts we continue to cultivate long-term relationships and increase resources, including the Annual Fund Campaign and the Spring Auction. Share the good news about Cornerstone with your family, friends and co-workers; identify partnership opportunities, prospective donors and investors, and in-kind gifts to our school. There are energetic and passionate teams established to implement our development initiatives. The rewards and outcomes are amazing – enhanced professional development; greater student learning opportunities and increased civic engagement.

# Staff & Support Specialists

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## Administration

<b>Director:</b>	Jason Flom
<b>Assistant Director:</b>	Annmarie Small
<b>Business Director:</b>	Suzanne Litherland
<b>Admissions Director:</b>	Patty Backes
<b>Support Services Coordinator:</b>	Alena Troutman
<b>Office Manager:</b>	Bethany Thomas
<b>IB Coordinator:</b>	Karen Metcalf
<b>Facilities Coordinator:</b>	Jeremy Moulton
<b>Business Office Assistance:</b>	Freddie Schrader

## Early Childhood Faculty

<b>Preschool Lead:</b>	Rachelle Ogletree	<b>Assistant:</b>	Susan Ley
<b>Kindergarten Lead:</b>	Tricia Bowden	<b>Assistant:</b>	Marjorie Manoben

## Elementary Faculty

<b>1st Grade Lead:</b>	Neila Conners	<b>Assistant:</b>	Ashley Nolin
<b>2nd Grade Lead:</b>	Shanti Epps	<b>Assistant:</b>	Lisa Black
<b>3rd Grade Lead:</b>	Rachel Webber	<b>Assistant:</b>	Ka-Nicia Harmon
<b>4th Grade Lead:</b>	Amelia Moore	<b>Assistant:</b>	Nadiia Ozerova
<b>5th Grade Lead:</b>	Nathan Hagaman	<b>Assistant:</b>	Julian Hunter

<b>1st-5th Gardening Lead:</b>	Sky Feller
<b>PreK - K Gardening Lead:</b>	Meg Fulford
<b>Elem Visual Arts Lead:</b>	Meg Fulford

## Middle School Faculty

<b>MS Social Studies Lead:</b>	Bryan Williams
<b>6th Grade Math, Pre-Algebra, Algebra I, Geometry Lead:</b>	Nadiia
<b>7th Grade Math Lead:</b>	Holly Sorenson
<b>MS Language Arts Lead:</b>	Rebecca Gataullin
<b>MS Science Lead:</b>	Karen Metcalf
<b>MS Design Leads:</b>	Rebekka White, Karen Metcalf
<b>MS Visual Arts Lead:</b>	Bek Millhouse

## Specialists – All School

<b>Spanish Lead:</b>	Ana Arrieta
<b>German Lead:</b>	Rebekka White
<b>Performing Arts Lead:</b>	Patty Callender
<b>Physical Education Lead:</b>	Tetyana Skrypnyk
<b>Library &amp; Media Lead:</b>	Elizabeth Wolcott
<b>Student Services Teachers:</b>	Edith Scheib & George Howard

## **Contracted Campus Support**

**Custodial & Grounds Maintenance:**

Wellington Dzikunu &  
Sam Dzikunu

## **Extended Care Staff**

**Extended Care Coordinator:**

**Extended Care Staff:**

Annmarie Small  
Jeremy Moulton, Julia Ferrell,  
Skyler Frazier & Shay Bryant

## **Extended Care Activities**

**Extended Care Coordinator:**

**Homework Room:**

**Maker's Club:**

**Athletic Coach (Soccer):**

**Athletic Director:**

Annmarie Small  
Rachel Webber  
Karen Metcalf  
Leonard Carper  
Annmarie Small

### Field Trip Chaperone Driving Guidelines

Thank you very much for your willingness to drive and chaperone for our field trips this year. Our students often have amazing educational experiences on these field trips, which would not be possible without your help.

All parents who will transport children other than their own must provide the following to the office prior to driving an unrelated child:

1. copy of their driver's license
2. copy of insurance cards
3. a signed copy of this form

As a driver and chaperone, you will be an agent of the school. Therefore, **it is necessary that you follow the same rules that school staff are required to follow when transporting children**, including:

- Before driving, make sure that all children are properly buckled in seat belts or secured in properly installed car seats.
- Children weighing less than 80 pounds must ride in the rear seat of your vehicle if it is equipped with a passenger-side air bag.
- Obey all speed-limits and other laws, including no alcohol usage.
- Do not smoke on the field trip.
- No drinking alcohol before or during the trip.
- Only use cell phones when your vehicle is parked safely off the roadway.
- Please remember that it is your responsibility to chaperone the children who are traveling with you while we are at the field trip destination.

Our school carries insurance that covers staff driving students to a school sponsored event. When a volunteer (parent or relative) drives a child other than their own on a field trip, the driver's/volunteer's insurance would be primary and the school's insurance would be secondary.

I understand the information above and accept the responsibilities as outlined on this form.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DL Exp Date: \_\_\_\_\_ Insurance Exp Date: \_\_\_\_\_

## Chaperone Expectation Agreement

1. The purpose of having chaperones with us on a trip is to help us insure the well being and safety of our students. As a chaperone, you will be assigned a small group of children to supervise. These students must remain with you the entire duration of the field trip, unless otherwise communicated.

2. All field trips are an educational extension of our school curriculum. Therefore, all students are expected to follow our school and classroom rules on any trip. It is imperative that we, the adults, be the role models for these children.

3. Chaperones must also read and sign this *Chaperone Expectation Agreement* indicating that they are aware of their duties and responsibilities. A chaperone is to abide by all school rules and specific trip rules that may apply due to particular activities.

### **BE SURE TO...**

#### **Arrive on time and bring a watch or phone that shows the time.**

- It is important that chaperone's be on time since trips are planned to depart and return to school at specified times. Performances, tours, or activities during the trip are scheduled and delays may disrupt the field trip for everyone.

#### **Know the children in their group.**

- Introduce yourself and be sure that you know the names of the children in your group.
- A list of students' names will be supplied by the teacher.
- Don't hesitate to ask questions if you have doubts as to what should be done in a given situation.
- The teacher is in charge, and her/his directions must be followed at all times. Please speak to the teacher privately if you have any concerns.

#### **Watch carefully.**

- Always think of the children's safety first.
- Be alert to potential dangers- stray animals, strangers, traffic, etc.
- Do not take chances. If necessary, move children to a safe place and inform the teacher.
- **Follow all safety rules.**

#### **Remember-**

- The teacher is in charge of all events that occur on the trip. Communicate with the teacher any questions or concerns that arise. Open communication with the supervising teacher will ensure that the safety of the individuals and group are maintained by the designated CLC staff member.
- Do not smoke or drink alcoholic beverages during the field trip. Chaperones should abstain from alcoholic beverages prior to the trip.
- Please reserve cell phone usage for emergencies only. Remember, this is an opportunity to spend quality time with your child and you may be responsible for supervising other children.
- Maintain strict confidentiality with any student information to which you may have access to while performing chaperone duties.
- You may certainly post pictures of yourself and your child on social media but please refrain from posting pictures of other children. All of our children HAVE NOT granted permission to be photographed. These great snapshots can be shared with your teacher – then the school can share them on social media once all participants have been verified.
- Do not leave children alone or unescorted.

- It is your responsibility to keep the group together and when necessary, escort children to the appropriate bathroom. If you are of the opposite sex of your group, please coordinate bathroom stops with another chaperone to ensure that students are supervised in the appropriate bathroom at all times.
- Because of possible allergies, please do not provide food for distribution to children during the field trip or en route to or from the destination.
- Do not release students to anyone other than the teacher. Parents/guardians who want to take children home during a field trip must secure permission from the teacher.
- Do not administer ANY medications to a student. All medical situations must be referred to the classroom teacher.
- When the trip involves overnight accommodations, students are not to share a bed with Chaperones. Only mothers and daughters or fathers and sons may share a bed.

**IN THE EVENT OF AN EMERGENCY**

- The supervising teacher, or a designated volunteer, will be responsible for the first aid kit.
- Use latex gloves (in the first aid kit) when handling all bodily fluid, including blood products.
- Report all illnesses and injuries to the teacher.

**DRIVING**

- If you are driving students in your vehicle, you must also have a signed Field Trip Chaperone Driving Guidelines form on file in the office along with copies of your driver's license and auto insurance card.

I have read, understand and agree to follow the guidelines as a chaperone representing Cornerstone Learning Community.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

## EMERGENCY PROCEDURES

### Procedure for Emergency that Warrants Early Closing of School:

1. The Director will communicate the decision to close school. Administrative staff will notify parents or family members and local media to announce the closing.
2. Teachers will remain with their students until all have been picked up. Teachers report to the Director when all students have been picked up.
3. Any teachers or personnel not directly supervising students will report to the Kelso house to assist with any needed closing procedures.
4. Staff and families should monitor local media coverage for the re-open date for the school.

### Fire/Evacuation Drill Procedure

1. Fire alarm will sound.
2. Teachers should leave the building immediately and **should not close** all windows or turn off lights or heat/ac units. Have children form a line and proceed in an orderly manner to the designated place on the playground. Teachers should take their roll book and their laminated “all present indicator” signs. (Maps are posted in each classroom – teachers should be familiar with the route for their students.)
3. Teachers should count and name each student upon arrival at their “safe zone”.
4. All staff members who are without children when the fire alarm sounds, will check all empty classrooms and restrooms for children and then proceed to the “safe zone.”
5. If all students are accounted for, teachers should hold up their green cards for the evaluators to see.
6. After all evaluators have satisfactorily completed their check, they should report to the Drill Conductor and the “all clear” announcement will be made.

### Inclement Weather Procedure

1. Inclement Weather situations will be monitored throughout the year and faculty and students will be advised of times when severe weather will dictate cancellation of outdoor activities. For approaching severe weather conditions, faculty will be notified by “all call” of cancellation of outdoor activities. If severe weather approaches quickly, and students are outside and need to return to classrooms immediately, office staff will signal with several quick bursts from an air horn signifying that all classes should immediately return to their classrooms.
2. In the case of a tornado, all teachers and students will move to the center of the buildings as far away from windows as possible.
3. Prop open a window or door to reduce the risk of pressure changes causing windows to breaks.

### Basic Lock Down Procedure (Passive)

The following procedure will be used for police notifications of community disturbance or other situations that potentially pose a threat to the school. This is separate from the Violent Intruder protocol listed below.

1. When the office is alerted to a threat (by TPD, news media, staff, etc.) the director or his or her designee will decide if a lock down is warranted.
2. To initiate the lock down, members of the administrative staff will alert all classroom teachers either individually or via a school-wide alert, depending on circumstances. If students and classes are on the playground, administrators will alert them first and bring all children into the building.

3. Teachers will then lock their classroom doors and windows and pull down exterior window shades. Administrators will confirm that all doors and windows are properly locked.
4. Classes will resume their work inside and will remain locked down until administrators return and announce that the threat no longer exists. No staff or students should exit the buildings until the lockdown has been lifted. In the event of an emergency requiring the exit of a building, notify the administrative staff immediately for assistance.
5. If the threat still exists at dismissal, students will be kept inside the classrooms and staff members will instruct parents to pick up their children in their classrooms. After school will stay indoors and follow the same dismissal procedures.

#### Violent Intruder Procedure (Active)

Most violent intruder situations last between five to seven minutes. Typically, first responders take longer than that to enter a compromised building. The school shooting in Roswell, NM in 2014 lasted just 10 seconds. Current lockdown procedures direct staff and students to stay put and stay quiet until police can arrive. ALICE clearly shows while our standard lockdown procedure has its place, it is not enough in an active shooter event. It is the time period between when a shooting event begins and when the police arrive that RUN, HIDE, FIGHT promotes ACTION on behalf of the staff and students to increase survivability. Research has shown that civilians have stopped active shooter events twice as many times as police intervention because they were already there. The RUN, HIDE, FIGHT training adds two primary benefits: 1. Real-time event information going back to those in the immediate danger zone enabling them to make informed decisions as to ACTIONS to take which are in the best interest of their safety. 2. Enabling staff and students with ACTION plans encourages them to do something proactive for their survival, other than doing nothing and awaiting the police, who probably will not arrive in time.