



Community Handbook

2025-2026



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School History

In 1999, a group of teachers and parents began to envision a school. For the teachers, the school would be one in which a learner-centered focus would continue beyond preschool, a place where the joy of learning would prevail. Cornerstone Learning Community (CLC) was founded with a vision to provide a holistic and innovative educational experience for students in Tallahassee, Florida. CLC is known for its emphasis on experiential learning, which focuses on engaging students actively in their education through real-world experiences, projects, and hands-on activities. Throughout its history, CLC has emphasized character development, community involvement, and academic excellence, integrating values such as respect, responsibility, and a love for learning into its curriculum. The school's mission often includes cultivating a sense of responsibility within students for both their learning and their community, preparing them to be thoughtful, proactive citizens. CLC has maintained a focus on small class sizes and individualized attention, fostering a close-knit community of students, educators, and parents. It has also embraced progressive educational approaches, often utilizing integrated learning themes, a mix of social-emotional learning with academic rigor, and incorporating technology in classrooms to enhance student learning. Additionally, CLC has grown to include diverse programs, from robotics to outdoor education, allowing students to explore various interests and disciplines.

We Believe Statement

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 Statement

To 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 to 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 nearly 40 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 also serve as mentors to new teachers, act as facilitators for their team of teachers or curriculum areas, and may serve on the school's Board of Trustees. Teachers have regular meetings after school to discuss issues related to curriculum and teaching practices, in addition to individual meetings with the 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 teams to discuss professional readings and teaching approaches related to their common goals. Once a month, all of the teachers and administrators get together for an all-staff meeting to enhance communication, collaboration, and camaraderie of the entire school community.

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. All administrative staff have specific areas of responsibility that support the daily operation of the school. See the Staff and Faculty section 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
- Up to five at-large members (nominated by any active board member)

A current list of trustees is maintained on the school's website (www.cornerstonelc.com) under the Community tab.

Trustees attend Board meetings to discuss updates from Board committees, the Director, and event coordinators. Trustees may discuss other school issues and vote on matters that require a Board vote. Meetings are generally held most months on the third Wednesday, 6:00–7:30 p.m., from August 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.

Our 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

CLC is proud to have a 100% tobacco-free school policy. This includes:

- No smoking
- No e-cigarettes
- No smokeless tobacco (e.g. dissolvable, snuff or chewing)

The School Year

Calendar

The school year consists of approximately 175 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.

The official version of the school calendar can be found on the school's website (cornerstoneclc.com). Additionally, each week's events are highlighted in the classroom *Friday News* of the week prior, in the communications from room parents. 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 Manager.

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 this case, 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. – 12:15 p.m. (half-day) / 2:50 p.m. (full-day)
- Kindergarten: 9:00 a.m. – 2:50 p.m.
- 1st Grade: 8:30 a.m. – 2:50 p.m.
- 2nd–5th Grade: 8:30 a.m. – 3:00 p.m.
- 6th–8th Grade: 8:30 a.m. – 3:10 p.m.

Arrival

All elementary and middle school students are admitted to the school building beginning at 8:30 a.m., but, for an additional fee, they may be dropped off as early as 7:30, which is when the parking lot gate opens. PLEASE NOTE that dropping off any time before 8:15 am for Elementary and 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). The fee schedule is included in the summer mailer to parents and updated on the CLC website each year. An extended-care 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 1st grade students.

Because arrival and dismissal are busy times in classrooms and in public areas like the front office and parking lot, it is not a good time to have a lengthy conversation with faculty. Parents are encouraged to email to communicate important information about changes in a schedule or 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 on Hartsfield Road. If you are not walking your student to the classroom, please drop them off at the circle in front of the boardwalk in the designated drop-off spots.

Late Arrival

The start of the day sets the tone for the whole day, and often includes important student duties and orientation for lessons. Students miss out on valuable activities when they arrive late, so please make all efforts to help students arrive on time. Please note the "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.

Should a student arrive late, in order to help us keep everyone safe, they need to be signed in by a parent at the front office before they 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."

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 8th 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.

Dismissal Locations

- Preschool & Kindergarten: Please park and pick up in person at the lower playground
- 1st–8th Grade: Drive-through pick-up at the boardwalk on the parking circle

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 daily 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 will note any changes in normal after school plans upon the child's arrival. If you change dismissal arrangements, please notify the office.

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 a 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 own 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 PreK-8

Extended care is available from 7:30am - 8:30/9:00 for 1st-8th/Pre-K & K, and from 3:00pm - 6:00pm for preschool through 8th grade students. Children in preschool through 1st grade have extended care in the Kelso House and on the lower playground until 3:30 p.m. when they join students in 2nd - 8th grade who 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 2nd - 8th 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.

Fees

- Billing for Extended Care is through FACTS as “incidental billing.” These charges show up at the end of each month and are due by the 15th of the following month.
- The monthly rate for extended care is:
 - Early Morning – Monthly = \$60
 - After School – Monthly = \$225
 - Early Morning and After School – Monthly = \$250
 - Drop-in Rate = \$12 / \$25 for Early Morning / After School
- To avoid charges for extended care, students must be
 - dropped off no earlier than 15 minutes before the beginning of the school day (8:15am/8:45am for 1st-8th/Pre-K & K).
 - picked up no later than 3:00pm/3:20pm for Pre-K-5th /6th-8th.
 - N.B. If you are dropping off a preschool or kindergarten child between 8:15-8:30am because of an older sibling who starts school at 8:30, there is no charge for that extra time. The same is true for picking up a younger child with an older sibling by 3:20pm.
- Children in extended care after school must be picked up by 6:00 p.m. (Late fee for parents picking up past 6:00 pm: \$30.00).

Picking Up from Extended Care

Be sure to see an extended-care 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@cornerstonelc.com.

Play Dates

If you would like your student to leave school with another family, arrangements must be made in advance with the office. CLC recommends that plans be reconfirmed the day before to make sure they 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 childcare 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.

During the school year we ask that all families minimize the days that students are taken out of school. Please schedule routine physical or dental appointments after school hours. Also, while CLC values the experiences that travel brings to our students, we ask families to coordinate trips with school holidays.

If you have a planned absence due to travel, religious observance, or other circumstances during regularly scheduled school days, please have a “Pre-arranged Absence Form” approved in advance of your planned absence. Any anticipated absences must be approved at least one week in advance for Elementary students and two weeks in advance for Middle School students. Middle school students with excessive absences may have consequences that affect grades or course credits.

Parents and students must speak to the classroom teacher about any academic implications and make-up work (see Homework section) for any absences.

The “Pre-arranged Absence Form” can be found on our website, or in the appendix to this booklet.

The school uses automated absence and tardy reminders during each trimester. These reminders help families stay aware of the number of absences and tardies within each 12-week trimester.

Celebrations

As a secular school, we do not promote or endorse any particular religion. We are committed to creating an inclusive environment where students of all faiths, backgrounds, and belief systems are respected and welcomed. 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 cultural differences.

Along these lines, 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.

Our covenant states that Cornerstone is 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 and 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 beliefs.

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 clean 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 bearing 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, or 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 items in lost and found will be donated to Goodwill when the bin becomes full. *To help us reunite your student with lost items, 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. And while students use educational tech resources for class work, we discourage parents from sending electronic toys, games, etc. with students. (See our Cell Phone or Smartwatch Policy)

At the teacher's discretion, Middle School students may be allowed to listen to music through headphones while having individual work periods. Music players must remain in 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. Given the wide range of economic backgrounds in our community, we ask families to be mindful of what students bring to school to help avoid feelings of exclusion or comparison.

Acceptable Use of Technology

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 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 will**
 - a.** keep my password and login name private for all my accounts and make sure my profile is protected.
 - b.** only use my own accounts, not log in as someone else, and keep my files private.
 - c.** NOT include my full name, address, phone number, school name or anyone else's personal information, if I publish information or images online.
 - d.** consider carefully whom I allow to be my friends online.
 - e.** 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 will**
 - a.** be a responsible user and understand that access is a privilege, not a right.
 - b.** use laptops / tablets / and other devices (including desktop computers, data loggers, cameras, and the like) carefully.
 - I.** I won't use school tech around food or drink.
 - II.** I won't walk with the laptop open.
 - III.** I will be careful where I place the device.
 - IV.** I won't use the devices during break and lunch, except in study hall.
 - V.** I will leave protective cases on any resource that I have been given to use.
 - VI.** I will neatly return laptops and chargers AND plug in laptops to recharge.
 - VII.** I won't change the desktop display on computers -- images, rotation, color, etc -
- unless given express permission by the supervising teacher.
 - VIII.** I will log out from programs, platforms, and devices when finished using them.
- 3. RESPECT and PROTECT The Intellectual property of others. I**
 - 1.** will cite sources used including AI help, information, music, videos and images.
 - 2.** won't plagiarize.
 - 3.** will use only the software programs provided and installed by CLC on school resources.
- 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 computers 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.

The use of computers and other technology 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 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 use pertains to school work. I understand my child's access to technology may be limited if they do not follow these guidelines.

Artificial Intelligence (AI) Policy

At Cornerstone, we believe emerging technologies—including artificial intelligence (AI)—can significantly enhance learning, spark curiosity, and help students develop future-ready skills. As a school that values inquiry, responsibility, and compassion, we aim to guide students in using AI tools thoughtfully, ethically, and creatively.

Why This Matters

AI is a powerful tool that's shaping the future of work, creativity, and communication. Learning how to use it wisely now prepares students to be a thoughtful, ethical, and confident digital citizens—someone who knows how to ask great questions, evaluate sources, and contribute meaningfully to your community.

What You Can Do with AI

Students are encouraged to use AI in ways that support their learning and uphold academic integrity. This includes:

- **Research Support:**
Use AI to brainstorm topics, ask clarifying questions, summarize sources, or explore multiple perspectives on a subject.
- **Idea Generation:**
Use AI to help generate questions, explore connections, or overcome creative blocks—especially in writing, design, or project planning.
- **Skill Building:**
Use AI to check grammar, receive feedback on tone or structure, or review concepts in subjects you want to strengthen.
- **Curiosity and Exploration:**
Ask AI about topics that interest you! Let it serve as a conversation partner for expanding your thinking or deepening your understanding.
- **Time Management Help:**
Use AI to help you outline tasks, create study schedules, or organize your approach to a large assignment.
- **Original Work and Authenticity:**
Always ensure that any work submitted is primarily your own original thought and expression. AI tools are for support, not substitution.

Using AI Responsibly

- **Respect Privacy:**
Never share personal information like names, addresses, or images (yours or others') with AI tools. Treat your data and other people's data as private and important.
- **Always Verify:**
Do not use AI as a source of information. If AI tools present information to you, always find a corroborating, reliable source (and cite it).
- **Always Cite AI:**
If AI tools meaningfully shaped your thinking, provided significant information, or helped generate ideas or content that you incorporated into your work, you must cite it. This includes using AI for brainstorming, outlining, or generating initial drafts that you then heavily revise. Consult your teacher for specific citation guidelines (e.g., "AI-generated brainstorm, [Date]").
- **Use AI as a tool for thinking, not as a substitute for it.**
Your voice, ideas, and understanding matter.
- **Maintain Authenticity:**
AI should never be used to generate entire assignments or sections of work that are then presented as your own original creation. The goal is to enhance your learning, not to bypass it.
- **Plagiarism Prevention:**
Understand that using AI to produce content without proper attribution, or to complete work that should be your own, is considered plagiarism.
- **Collaborate with Educators:**
Your teachers will provide guidance on when and how to appropriately use AI tools for specific assignments and subjects. Always refer to their instructions for each task.
- **Practice Kindness:**
Use AI in ways that spread positivity and help others.
- **If you're unsure whether a specific use of AI is appropriate, ask a teacher or advisor—we're here to support your learning, not penalize curiosity.**

Upholding Our Shared Values

Cornerstone's approach to AI is built on trust and a commitment to academic honesty. Misuse of AI, such as submitting AI-generated content as your own original work without proper attribution,

undermines the learning process for everyone. If you're unsure about appropriate use, always ask a teacher or advisor. Our aim is to educate and support you in using these tools ethically.

Deepfakes and Digital Misrepresentation Policy

At Cornerstone, we are committed to fostering a safe, respectful, and inclusive environment. As technology evolves, we recognize the need to address new challenges, including the use of deepfake technology and other digital tools to create misleading, harmful, or unauthorized representations of others.

Definition

A “deepfake” or “digital forgery” is a digitally altered image, video, or audio recording that falsely portrays someone’s appearance or words. This includes using apps or software to realistically alter someone’s face, voice, or behavior in a way that could mislead, embarrass, or harm others. In legal terms, it is “nonconsensual intimate image abuse (NCII).” Deepfakes are a form of cyber bullying, and depending on the content, sexual harassment under Title IX.

Why This Matters

Deepfake technology can be used to manipulate reality in ways that violate trust, dignity, and safety. Creating or spreading this kind of content—even as a joke—can have serious, long-term psychological, social, reputational, and legal consequences. At Cornerstone, we aim to help students grow into thoughtful, compassionate, ethical users of technology who respect others’ rights and identities.

Expectations for Students

- Students may not create, share, distribute, or possess any deepfake content that uses the likeness (face, voice, name, or other identifiable features) of another student, staff member, or community member.
- Any digital media that misrepresents another person in a harmful, misleading, or deceptive way—whether serious or as a “joke”—is a violation of our school’s standards of respect and responsibility.
- This policy applies to both school-owned devices and personal devices, on and off campus, when the behavior affects the school community.

Consequences

Violations of this policy may result in:

- A restorative conversation or mediation (especially for first-time or minor infractions), or other restorative action
- Parent/guardian notification; potential notification of authorities
- Loss of electronic device privileges
- Disciplinary action, which may include suspension, or other consequences aligned with our behavior expectations
- Required participation in a digital citizenship or media literacy lesson
- Potential civil and/or criminal legal action

Reporting

Students, staff, or families who become aware of deepfake content or digital misrepresentation involving members of our school community are encouraged to report it immediately to a trusted adult, teacher, or administrator.

- Reports can be made in person, by phone, or via email to a trusted adult, teacher, or administrator.
- All reports will be taken seriously and handled promptly, with discretion and care.
- Retaliation against any person who reports inappropriate use of deepfake technology is strictly prohibited.

Prevention and Education

We believe that education is key to preventing misuse of technology. Therefore, Cornerstone Learning Community will:

- Integrate digital citizenship lessons into our curriculum, with a focus on media literacy, ethical tech use, consent, and online safety.
- Educate students about the emotional, social, and legal implications of deepfakes and manipulated media.
- Host periodic workshops or advisory discussions on emerging technology issues and respectful digital communication.
- Collaborate with families to share resources and raise awareness about risks associated with AI and image manipulation apps.

Support for Victims

We are committed to supporting students who are targeted or harmed by deepfake content or other forms of digital misrepresentation.

- Victims will be met with compassion, care, and confidentiality.
- Affected students may be offered:
 - Emotional support through Student Support Services and the administration
 - Mediation or restorative practices if appropriate and desired
 - Help removing harmful content from platforms (when possible)
 - Assistance in notifying guardians and understanding their rights
- The student's safety and emotional well-being will be prioritized in all steps of the response

Remember:

 Don't: Use someone's likeness or identity. Minors are not able to give legal consent.

 Do: Protect the community, report harm, and be a responsible digital citizen

 Applies to: Personal and school devices, on and off campus

No Cellphone and Smartwatch Policy

CLC employs a No Cell Phone or Smartwatch Policy for students. Student cell phone use will not be permitted on campus, or on the bus, 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.

Students ARE allowed to have phones on campus under two conditions:

1. The phones are off and in their bag and
2. They have a signed Cell Phone Authorization form on file in the office (signed by both the parent/guardian and student).

Students MAY use watches that are not connected to any communication devices and that cannot send or receive text messages (fit bit, as an example). All Smartwatches must be placed in 'School Mode.'

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 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 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:

- Be a learner.
- Be a problem-solver.
- Be a community builder.
- Be safe.

Bullying Prevention and Intervention Policy

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

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.

The intent of bullying 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 when any behaviors go against our covenant of learning during school hours or during school-sponsored events. CLC will promptly and thoroughly investigate reports of bullying and enact appropriate consequences.

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 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

Campus Security

The safety of our students, staff, and families is a top priority at Cornerstone Learning Community. Intentionally, our campus fosters a sense of personal freedom and openness, which also calls for a shared commitment to vigilance and communication.

To support a secure environment, we have an electronic gate system at our main entrance. All visitors, outside of drop-off and pick-up hours, must be buzzed in by the front office before entering campus. This helps us monitor and manage who is on campus at any given time.

We ask that all staff members—including classroom teachers and special area instructors—carry a two-way radio while supervising students outdoors to ensure that important information can be relayed quickly and effectively.

Additionally, all employees, substitutes, volunteers, and visitors are required to wear their assigned identification badges at all times while on campus. We encourage everyone to remain alert and promptly report any unfamiliar individuals or suspicious activity to the administration.

Together, we can maintain a safe and welcoming environment for our entire school community.

Sexual Predator Notification

The safety and well-being of our students is our highest priority. In compliance with state guidelines, Cornerstone Learning Community monitors information provided by the Florida Department of Law Enforcement (FDLE) regarding registered sexual offenders in our area.

- Our administrative team regularly checks the FDLE database for updates related to offenders residing in the region.
- When we receive notifications or flyers from law enforcement, we share that information with staff promptly.
- Staff are asked to remain vigilant and report any suspicious activity or sightings of individuals matching these notifications.

If you ever see an individual on or near campus who raises concern or matches a known description, please contact the school office immediately or call the Tallahassee Police Department (TPD) directly. Once you have done so, please also inform the school administration so appropriate safety protocols can be followed.

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 with 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 an immunization record, and a yearly well checkup form be on file for each student. New preschool students, upcoming kindergarteners and 7th graders need a new certificate of immunization before starting school. Your child may not attend class without this documentation. Emergency information forms are provided at the beginning of each school year. It is important that each child's file includes 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 Health Department religious exemption form (DH681) 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 provide general first-aid for minor injuries. All injuries that occur at school which require serious first aid or medical treatment will be documented in FACTS/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 on school property, during school or extended care hours. 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 have vomited or are experiencing diarrhea 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* in the Appendix or 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, and refrigeration is available (note: the first Epi-pen is stored in the classroom; if a 2nd is provided it is stored in the office). Parents may be able to administer medications 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. Students must never share medications.

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. *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. Also, please limit the number of single-use containers and utensils that students bring to school.* Students should bring refillable water bottles for use at school. In order to participate, students are required to take these bottles to all P.E. classes.

Lunches for School Trips

CLC requests that lunches for off-campus trips 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.

DOE Restroom Policy

Restrooms are designated for exclusive use by males or females, as defined by Section 553.865(3), F.S. Students shall use restroom and changing facilities in accordance with their designated purpose, respecting the privacy and rights of others. Students must comply with the facility designations based on biological sex at birth, as specified in Section 553.865(9)(a), F.S.

Any student, administrative personnel, or instructional personnel who willfully enters, for a purpose other than those listed below, a restroom designated for the opposite sex on the Cornerstone Learning Community premises and refuses to depart when asked to do so by any instructional personnel or administrative personnel violates the code of conduct which may result in progressive disciplinary actions, including but not limited to verbal warnings. Each case will be considered individually, taking into account the nature and severity of the violation, the student's history, and any mitigating circumstances.

A person may only enter a restroom or changing facility designated for the opposite sex under the following circumstances:

- To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person as defined in s. 825.101, or a person with a disability as defined in s. 760.22, or a developmental disability as defined in s. 393.063;
- A.** For law enforcement or governmental regulatory purposes;
- B.** For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;
- C.** For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
- D.** If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.
- E.** Instructional personnel and administrative personnel as described in Section 1012(2)-(3), F.S., who violate any provision of Section 553.865, F.S., commit a violation of the Principles of Professional Conduct for the Education Profession under Rule 6a-10.081, F.A.C.

Any student, administrative personnel, or instructional personnel who feels unsafe using sex-segregated restrooms may use the unisex bathrooms located in the front office. Any unisex bathroom may be used by any student, administrative personnel, or instructional personnel who desires increased privacy, regardless of the underlying reason.

Homework Policy

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) 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:

- Weekly School-wide newsletter via email and weekly teacher letters
- Notes and emails from classroom teachers
- The school's website (www.cornerstonelc.com)
- FACTS/Renweb for grades
- Google Classroom for class information
- 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 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 note that office staff are not able to deliver messages to other parents or share their contact information during the workday. If you need to get in touch with another family, a directory with home phone numbers and addresses—searchable by student—is available in FACTS/Renweb under the “Directory” section of the family portal. We kindly ask that this information be used only for school-related purposes.

Messages for the PTO coordinator may be left in the PTO mailbox located in the office, or via email at pto@cornerstonelc.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 in the conversation.

Conferences

Fall & Spring Conference Days

Fall 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 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.

Every twelve weeks teachers prepare a written Progress Report for each child in 1st - 8th 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 3rd through 8th 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 related 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.

Volunteers

CLC deeply values the time, talents, and generosity of our parent volunteers. Your contributions—whether helping in the classroom, supporting school events, or lending a hand with projects around campus—enrich our community and strengthen the learning experience for all students.

To ensure a smooth and safe experience for everyone:

- All volunteers must check in at the office upon arrival and wear a volunteer/visitor badge while on campus.
- If you're volunteering in a classroom or with students, please coordinate with the teacher in advance to ensure your visit aligns with classroom plans and routines.
- Volunteers working directly with students may be required to complete a background check or meet other requirements in accordance with school policy.

We appreciate your willingness to share your time and energy with CLC. Together, we create a vibrant, supportive environment where students thrive!

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.

Navigating Our Campus

Address: 2524 Hartsfield Road, Tallahassee 32303
Office: (850) 386-5550
Fax: (850) 386-5421

Campus Buildings

- East House - Kindergarten through 3rd grade.
- West House - 4th grade, 5th 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.

Cornerstone Learning Community Tax Information

- 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 September for the following year or transfer students for the current year. 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 contact the Admissions Office and process their applications as early in the year as possible. Although the Admissions Committee gives preference to sibling applicants, admissions cannot be guaranteed.

Exceptional Students Education at CLC

Students with special needs--identified by Exceptional Student Education (ESE) placement or Individual Education Program (IEP)--are admitted when the Admissions Committee and the student's parents believe that CLC's learning environment best fits the child's needs. We expect all students to make academic and social progress that aligns with their abilities and to be independent learners in the classroom. 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 formal Student Education Plans (aka IEP's) and Accommodation Plans (aka 504's) as well as 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 Agreement carefully. Enrollment Agreements are CLC's contract for tuition for the current school year. Re-enrollment is offered each year in December, for students and families who are in good standing for the following school year. The pledge to treat every family's financial information confidentially extends from the Director to the Business and Admissions Offices 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.

Records Request

To request student records, please submit a written request to the school office via email or in person. Records include academic transcripts, standardized test scores, health/immunization forms, and other school-related documentation.

- Please allow 3–5 business days for processing.
- For outgoing records to be given to another school, we require a written request to the school's office via email or in person from the parent/guardian or the receiving institution.
- Records will not be released if there are outstanding financial obligations, including tuition, fees, or return of school property (such as books or technology).

Withdrawal Process

We understand that transitions happen, and we are here to support families through them. If you are planning to withdraw your child from Cornerstone Learning Community:

1. Notify the Director or Assistant Director in writing as soon as possible. Please refer to your Enrollment Agreement for the financial obligations associated with an early withdrawal.
2. Request a Withdrawal form from the Admissions Director. Our Business Office will prepare a withdrawal statement and return it to you for your signature.
3. Return any school-issued materials (books, technology, library books, etc.).
4. Ensure all accounts and fees are settled prior to the release of records.
5. Once the process is complete, the school will provide copies to parents and transfer records directly to the new institution upon written request.

Billing and Payment Information

Tuition

All students are enrolled for the entire academic year, unless expressly agreed otherwise. Tuition for the academic year is owed to the school upon your child's acceptance. Please see Tuition Rates [25.26 Tuition Rates.pdf](#).

For your convenience parents/guardians may choose from 4 different payment options that are outlined in your Enrollment Agreement. If a parent/guardian chooses a monthly or quarterly payment option payment is due each month or quarter according to the following payment schedule:

- July 1st – Annual, and first Quarterly and first monthly payment on the 12-month contract is due.
- Subsequent monthly payments are due each month*
 - August – May for the 10-month contract
 - July – June for the 12-month contract.

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

Payments are made through credit card or ACH transactions that are set up through the Enrollment Agreement in the FACTS Financial online system.

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.

*There will be a Tuition Assurance fee applied to the 10 Month and 12 Month payment options – see fees below.

School Year Fees

- Enrollment fee – New Students \$250.00; Returning Students will have the option of 3 re-enrollment periods with fees ranging from \$75.00 to \$200.00.
- June – a FACTS fee of \$55.00 for the finalization of your account for the upcoming school year will be posted as accounts are processed.
- July – For families choosing either of the monthly payment options there is a Tuition Assurance Fee that is posted to your account in July.
 - 10 Month assurance fee is \$150.00
 - 12 Month assurance fee is \$120.00
- FACTS Late Fee - \$20.00 posted to your account by FACTS
- FACTS Returned Payment Fee - \$25.00 posted to your account by FACTS

*Please note, families will incur usage fees when paying by credit card or debit card. Fees are typically 2.95% but can vary depending on the card type used. There are no fees for ACH transactions.

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 Cornerstone's unique learning atmosphere and great successes 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 and Faculty

Administration		
Director	Annmarie Small	asmall@cornerstonelc.com
Assistant Director	Dr. Bryan Williams	bwilliams@cornerstonelc.com
Admissions Director	Patty Backes	pbackes@cornerstonelc.com
IB Coordinator	Karen Metcalf	kmetcalf@cornerstonelc.com
Office Manager	Maggie Greene	clcoffice@cornerstonelc.com
Bookkeeper	Akira Hung	businessoffice2@cornerstonelc.com

Early Childhood Faculty		
PreK Lead	Ka-Nicia Harmon	kharmon@cornerstonelc.com
PreK Associate Teacher	Theresa Hume	thume@cornerstonelc.com
Kindergarten Lead	Rachelle Ogletree	rogletree@cornerstonelc.com
Kindergarten Assistant	Zachary Steaple	zsteaple@cornerstonelc.com

Elementary Faculty		
1st Grade Lead	Yeleina Erazo	yerazo@cornerstonelc.com
1st Grade Assistant	Marjorie Manoben	mmanoben@cornerstonelc.com
2nd Grade Lead	Aedan Reed	areed@cornerstonelc.com
2nd Grade Assistant	Nelly Garzon	ngarzon@cornerstonelc.com
3rd Grade Lead	Rachel Webber	rwebber@cornerstonelc.com

4th Grade Lead	Amelia Moore	amoore@cornerstonelc.com
5th Grade Lead	Nathan Hagaman	nhagaman@cornerstonelc.com

Middle School Faculty

MS Science Lead	Karen Metcalf	kmetcalf@cornerstonelc.com
MS Math 1 Lead	Kristy Butgereit	kbutgereit@cornerstonelc.com
MS Pre-Algebra, Algebra, & Geometry Lead	Nadiia Ozerova	nozerova@cornerstonelc.com
MS Language Arts Lead	Kristen Duncan	kduncan@cornerstonelc.com
MS Social Studies Lead	Dr. Kyle Killian	kkillian@cornerstonelc.com
MS Spanish Lead	Darien Buford	dbuford@cornerstonelc.com
MS German Lead	Rebekka White	rwhite@cornerstonelc.com
MS Design Lead	Rebekka White	rwhite@cornerstonelc.com
MS Design Lead	Karen Metcalf	kmetcalf@cornerstonelc.com
MS Design Lead	Kristen Duncan	kduncan@cornerstonelc.com

Special Area Faculty

1st - 5th Gardening Lead	Sky Feller	sfeller@cornerstonelc.com
PreK - K Gardening Lead	Meg Fulford	mfulford@cornerstonelc.com
PreK - 5 Spanish Lead	Nelly Garzon	ngarzon@cornerstonelc.com
PreK - 8th Performing Arts Lead	Patty Callender	pcallender@cornerstonelc.com
PreK - 8th Visual Arts Lead	Meg Fulford	mfulford@cornerstonelc.com
PreK - 8th PE Lead	Tetyana Skrypnyk	tskrypnyk@cornerstonelc.com

Library & Media Lead	Lisa Black	lblack@cornerstonelc.com
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Student Services Faculty		
Learning Specialist	Edith Scheib	escheib@cornerstonelc.com
Learning Specialist	Summer McTamney	smctamney@cornerstonelc.com

Extended Care Staff		
Extended Care Coordinator	Dr. Bryan Williams	bwilliams@cornerstonelc.com
Extended Care Staff	Julia Ferrell	extendedcare@cornerstonelc.com
Extended Care Staff	Harper Encinosa	extendedcare@cornerstonelc.com
Extended Care Staff	Marcos Zorio	extendedcare@cornerstonelc.com
Homework Room	Aedan Reed	areed@cornerstonelc.com

Athletics		
Athletic Director	Dr. Bryan Williams	bwilliams@cornerstonelc.com
X-Country Coach	Zach Steaple	zsteaple@cornerstonelc.com
Soccer Coach	Josue Pierrilus	

Contracted Custodians	
Custodial	Wellington Dzikunu
Custodial & Grounds Maintenance	Sam Dzikunu

Appendices

Field Trip Chaperone Driving Guidelines

Thank you very much for your willingness to drive and chaperone for our field trips this year. Our students have amazing educational experiences on these 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, and no distracted driving.
- 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 all of 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 provide primary coverage, 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 ensure the wellbeing 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 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 chaperones 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 the group are maintained by the designated CLC staff members.
- 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 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: _____

CLC Student Cell Phone and Smartwatch Authorization

Parent Authorization:

I understand that smart watches must be in school mode during the school day and that students will not be using the devices for texting.

I authorize _____ to have a cell phone in their backpack for use before they arrive on campus and/or after they leave campus. I understand that the cell phone is to remain turned off and in the student's backpack at all times during the school day including during before/after school and after school activities. The cell phone is to be turned off and stowed in the student's backpack prior to arriving on campus and is not to be used until the student has left campus for the day.

I understand that if my child uses the phone while on campus in violation of the policy above, it will be confiscated and I will need to personally pick it up from the office, which closes at 4pm. I also understand that on the 3rd offense, my child will no longer be authorized to bring a phone to school.

Student Acknowledgement:

In order to carry my cell phone in my backpack at school, I agree to the following requirements:

- *I will not use my cell phone at any time during the school day including before/after school or during after school activities.*
- *I will turn off my cell phone and store it in my backpack prior to arriving at school each day.*
- *I will leave my cell phone turned off and in my backpack until after I leave campus for the day.*
- *If I am caught using my cell phone, it will be immediately confiscated. My parent/guardian will be required to pick it up from the office. If my cell phone has been confiscated 3 times, I will no longer be allowed to carry a cell phone in my backpack.*

Consequences:

- Infraction #1:
 - Strategy Zone (or other age-appropriate consequences for lower grades)
 - Immediate confiscation of device to be delivered to the front office
 - Parent must pick up the cell phone from an administrator AFTER the cell phone infraction form has been signed by the student AND the parent

- Infraction #2:
 - All consequences detailed in Infraction #1 AND student will no longer be able to have their cell phone in their backpack on campus. The phone must be dropped off in the office when arriving at campus in the morning and picked up from the office prior to leaving for the day.
- Infraction #3:
 - All consequences details in Infraction #1 AND student will no longer be allowed to have their cell phone on campus for any reason
- Infraction #4:
 - If a student has a cell phone on campus after the 3rd infraction, further disciplinary action will be taken.

I understand the cell phone policies and consequences detailed above and agree to abide by the requirements listed.

Signature of Student

Date

Signature of Parent/Guardian

Date

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 reopen 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 break.

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 lockdown is warranted.
2. To initiate the lockdown, 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. Students in extended care 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 that, 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.

Policy for Sick Children

At Cornerstone Learning Community, we are committed to maintaining a healthy and supportive environment for all students, staff, and families. To help prevent the spread of illness and ensure your child feels their best while learning, we ask that you keep your child home if they are showing signs of illness or may be contagious. Thank you for partnering with us to protect the health of our school community! If you ever have questions about whether your child is ready to return, we encourage you to consult your healthcare provider or reach out to us directly.

Please call the school at (850) 386-5550 or email the office at clcoffice@cornerstone1c.com to let us know your child will be absent. Thank you for your help!

When to Keep Your Child Home

Please keep your child at home if they are experiencing any of the following symptoms:

- Fever: Temperature of 100.4°F (38°C) or higher. Your child must be fever-free for at least 24 hours without medication before returning.
- Vomiting or Diarrhea: Keep your child home until they have been symptom-free for at least 24 hours.
- Severe Cough or Difficulty Breathing: Especially if it interferes with your child's comfort or learning.
- Unexplained Rash: Particularly if it is spreading, itchy, or accompanied by a fever. A healthcare provider should evaluate the rash before returning.
- Extreme fatigue, excessive sleepiness, or general discomfort preventing participation in regular activities.

Common Contagious Illnesses

Please notify the school if your child has been diagnosed with any of the following. Here are general return guidelines (doctor's note may be requested):

- Chickenpox
Keep your child home until all lesions have crusted over, usually 5–7 days after the rash first appears.

- **Strep Throat**
May return to school 24 hours after starting antibiotics, only if they have been fever-free and feeling well for 24 hours as well.
- **Pink Eye (Conjunctivitis)**
If caused by bacteria, students may return 24 hours after beginning treatment. If caused by a virus, students may return once symptoms improve and they are no longer tearing excessively. Please have your child's medical professional evaluate to distinguish the cause before returning to school.
- **Impetigo**
Students may return 24 hours after starting antibiotic treatment, and when sores are drying or covered. The affected area must be covered while at school.
- **Ringworm**
Students with ringworm may attend school once treatment has begun. The affected area must be covered while at school.
- **Head Lice**
Children may return after treatment has been administered and no live lice are present.

If Your Child Becomes Ill at School

If a child becomes ill during the school day, families will be contacted promptly. Your child will be cared for in a quiet, supervised space until they can be picked up.

Return-to-School Requirements

To help prevent the spread of illness and ensure your child is well enough to participate in the school day, students should:

- Be fever-free, vomit-free, and diarrhea-free for at least 24 hours without the use of medication.
- No signs of contagious illness or visible symptoms that may cause discomfort to themselves or concern to others.
- Have completed at least 24 hours of any prescribed treatment (such as antibiotics or antifungal cream).
- Be feeling well enough to participate in normal school activities.

In some cases, a doctor's note may be required for return, especially after communicable illness, surgery, or hospitalization.

Medical Emergencies

In the event of a serious illness or medical emergency, the school will:

- Contact 911, if appropriate
- Notify parents/guardians immediately
- Administer first aid or care as needed while awaiting help

Ongoing Conditions & Medication at School

If your child has a chronic medical condition (such as asthma, epilepsy, allergies, etc.) or requires medication during the school day, please submit a Health Care Plan and Medication Authorization Form to the front office. Our staff will work with you to ensure appropriate care and response plans are in place.

Covenant of Learning

This covenant is based on the principle that parents, teachers, and students are deeply invested in each other's success. The commitments we make to each other ensure the success of the school. We begin by endorsing and supporting the mission of the school.

Cornerstone Learning Community's Mission: Inspire and empower compassionate, global learners.

Cornerstone has also adopted several other essential values.

- The school is committed to excellence for all of its students.
- Teachers are the leaders of the school's academic program.
- Parents are partners in the school community whose active participation is valued and encouraged.
- An integrated, coherent curriculum guides learning and teaching across disciplines.
 - *Services for children and enrichment resources help create the best climate for learning.
 - *We are committed to character development by emphasizing core virtues (honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving) and purposeful living.

Parent Commitments of Covenant of Learning

Parents will *support Cornerstone Learning Community through active involvement* in the school community. Involvement includes, but is not limited to, volunteer opportunities in the classroom and the larger school community. Active participation, keeping informed as well as volunteering for class and school wide activities are required of all parents. PTO is the organization dedicated to supporting our community through service.

Parents will *ensure timely arrival and regular attendance of their students*. They will be responsible for seeing that their child is prepared and on time. Because community and cooperative work with peers is so important to Cornerstone's educational approach, consistent, on-time attendance is vital to students' success. Excessive absences and late arrivals have a direct, negative effect on student progress. (See pages 9 & 10 of the Community Handbook for specific information on absences, tardies and makeup work.)

Parents will *support their students with homework* by providing an appropriate place and time for doing homework and *by giving appropriate assistance* if needed.

Parents will *read and respond to communications from school*. All communications are available online through FACTS.

Parents will *communicate honestly and respectfully* with other community members. They will follow our communication protocol that promotes effective, clear communication: All concerns regarding classroom instruction and curriculum should be conveyed to the teacher. *Teachers and parents working together as problem solvers will resolve most problems*. If another perspective is needed to address the issue or concern, the teacher and parent should agree to meet again with the School

Director. Appointments should always be made to discuss substantive issues.

Share concerns and problems only with those who have the ability to address the concerns and solve the problems. Teachers and administrative staff are here to help, to listen to concerns, and to help create the best learning environment possible. Addressing a concern with the party most able to effect a change is the best way to solve an issue.

Student Commitments of Covenant of Learning

4th Grade - Middle School

Students will take responsibility for their own education by preparing for class, by keeping themselves and their work organized, by developing strategies for meeting academic challenges, and by choosing to be active participants.

Students will *cooperate with teachers and other staff members*, follow directions, and accept new challenges. They will recognize that rules are made for their physical and emotional safety and learn to live within the limits of the rules that protect everyone.

Students will *cooperate with schoolmates*, follow school rules, and respect the rights of each child. They will *practice and develop problem solving skills* when conflicts arise. Students will *seek help when they are unable to solve conflicts* on their own.

Students will *respect the differences of others* in the Cornerstone community. They will not put down or bully others. They will not exclude others.

Students will *cooperate with parents in preparing for school each day*. They will gradually take on more responsibility for their daily preparation of work and projects as they grow.

Students will *assist in communications* by taking home and delivering school notes, newsletters, and other correspondence.

Students will *use the core virtues of respect, honesty, responsibility, compassion, self-discipline, perseverance, and giving* to guide their actions and their words. They will learn to be living examples of these virtues at school, at home, in their neighborhood, in the surrounding community, and wherever they go.

Students will *be kind, caring role models and positive leaders* for younger students.

Students will *follow Cornerstone's code of academic honesty*.

Students will *show respect for community property* by taking proper care of their books, furniture, sports equipment, and lockers. They will also keep their playgrounds and classrooms clean by throwing away trash and putting away their belongings. They will remind each other of the importance of respecting our school environment.

Students will *show respect* in how they speak, act, and in the choices they make.

Students will *accept responsibility* for their actions and be honest when they have made mistakes, and then learn from those mistakes.

Student Commitments

3rd Grade

I will *get the sleep I need, come to school on time*, be a positive learner and a considerate friend.

I will be cooperative with my teachers and my friends. *I will be a good listener*. I will ask questions when I don't understand. I will be a problem solver.

I will *take responsibility for my learning*. I will try my best. I will ask for help.

I will be a *respectful member of the Cornerstone Community*. I will share what I know. I will give others the same opportunity to share what they know. I will honor everyone's right to learn and teach.

I will *respect the safety and needs of others*.

I will be helpful. *I will look for ways to help at home and at school*. I will take responsibility for doing each job well.

I will *help my parents and my teachers by taking home the Friday News folder and bringing it back to school on Monday*.

I will *use the core virtues of respect, honesty, responsibility, compassion, self-discipline, perseverance, and giving* to guide my actions and my words wherever I am.

When I go on field trips I will represent CLC well.

I will *show respect* in how I speak, act, and in the choices I make.

I will remember that I am a leader at Cornerstone. *I will be a good leader*. I will show my friends how to be kind, generous, and understanding by being a kind, generous, and understanding friend. I will be a good example to younger students.

I will show respect for my school community *by taking good care of all the things that help me learn*. I will not be wasteful. I will take care of my school supplies, hang up my backpack, and keep my cubby tidy. I will help take care of the playground by putting equipment away and following the safety rules.

I will *show respect for my community by picking up my own trash* and the trash of others if they forget.

Student Commitments

Preschool – 2nd Grade

I will get the sleep I need to come to school ready to learn and play.

I will be *cooperative with my teachers and my friends*. I will work hard at being a better listener. I will think about the difference between just hearing and really listening.

I will *ask for help* when I need it but will always *try first to solve my own problems*.

I will *respect all the people at my school*. I will remember that everyone has something to teach me. I will not say or do anything to anyone that makes anyone feel put down, left out, or unimportant.

I will be helpful. I will *look for ways to help both at home and at school*. I will try to learn to do more jobs each year.

I will *help my parents and my teachers communicate* by taking home the Friday News folder and bringing it back to school on Monday. I will remind my parents about how important communication is when they forget.

I will *use the core virtues of respect, honesty, responsibility, compassion, self-discipline, perseverance, and giving* to guide my actions and my words wherever I am.

I will *remember that I am a leader at Cornerstone* and my friends are learning from me. They may copy what I do, so I will remember to teach them to be a compassionate and respectful person who cares about others.

I will show respect for my school community by *taking good care of all the things that help us learn*. Those things include little things like pencils and big things like playground equipment.

I will *show respect for my school community by picking up my own trash* and the trash of others if they forget.

CLC Community Covenant Acknowledgment

For Students and Parents

At Cornerstone Learning Community, we believe that a strong, supportive community is built on kindness, respect, and shared responsibility. The CLC Community Covenant expresses the values that guide how we treat one another, how we work together, and how we care for our learning environment.

By signing below, we affirm that we have read and understand the CLC Community Covenant. We commit to doing our part to uphold its spirit through our words, actions, and choices—whether in the classroom, at home, or in the broader community.

We understand that this covenant helps create a safe, respectful, and welcoming space where everyone can learn and grow.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Links to Downloadable Forms

- 2025 - 2026 Tuition Rates
 - [25.26 Tuition Rates.pdf](#)
- Pre-Arranged Absence
 - [Pre-Arranged Absence Form \(1\) \(1\).pdf](#)
- Extended Care
 - [Extended Care 24-25.pdf](#)
- Measles Symptom Tracker
 - [Measles Symptom Tracker.pdf](#)

Frequently Asked Question – Who to Contact

We know school life involves lots of moving parts, and we are here to support you! Here is a quick guide to help you know who to reach out to for common questions and concerns.

General School Questions

Q: I have a question or concern about school operations or policies. Who should I talk to?

A: Start with the Director for matters related to school-wide policies, strategic decisions, or concerns that affect the overall school community.

Q: Who can I talk to for day-to-day support or help coordinating between classrooms?

A: The Assistant Director is your go-to for daily operations, staff support, parent communication, and overall coordination.

Admissions

Q: Who do I contact about applying, touring the school, or checking on my child's application?

A: Our Admissions Director is happy to assist with all things related to enrollment, application status, and student visits.

Absences & Student Attendance

Q: My child will be absent. Who should I notify?

A: Please email or call the Office Manager. The office manager will record the absence and notify teachers as needed.

Q: I need to pick up my child early or change pick-up plans. Who do I tell?

A: Contact the Office Manager, who will coordinate with your child's teacher and have your child ready.

Billing & Tuition

Q: I have a question about my account, a charge, or need a payment receipt. Who handles that?

A: The Bookkeeper manages all billing and tuition-related matters and can walk you through your account or payment plan.

Q: I need to update my payment method or check on my balance.

A: Reach out to the Bookkeeper, who can assist you quickly and confidentially.

Q: Where can I view my tuition account or make payments?

A: Tuition accounts can be accessed online through our secure family portal. You can view balances, payment history, and set up autopay.

Not Sure Who to Ask?

If you are unsure where to start, just reach out to the Office Manager. They will happily point you in the right direction and make sure your question gets to the right person.