Fuller Performance Learning Center
High School
Student & Parent Handbook
“KNIGHTS”
2012 – 2013

“It’s Time to Believe”
314 Jasper Street
Fayetteville, NC 28301
(910) 488-6262
http://fplchs.ccs.k12.nc.us
Principal: Mrs. Vernon Lowery
Welcome Students and Parents!

I am so proud and grateful to serve as the principal of Fuller Performance Learning Center High School. I am so excited that you have decided to believe in the awesome potential you possess. What makes Fuller Performance Learning Center so unique? Fuller has a non-traditional educational environment that combines strong personal relationships between staff and students with an intense focus on academic achievement. Fuller consists of small academic settings, business-like environments, and self-directed learning that enable students to stay in school, excel academically, and graduate with a marketable skill.

Through a community-oriented, real-world focus, Fuller will provide you the opportunity to participate in dual enrollment programs and explore career options with the help of community partners. Job shadowing, local internships and career fair events are a few of the opportunities we offer at Fuller. With the combination of high expectations and strong support, we make it possible for you to get back on track, tap into your hidden abilities and focus on college and/or careers beyond the high school experience. We thrive on dressing the part of being business-like, for research states that it helps to build self-esteem, respect and high expectations.

As your principal I will lead our school in a path of continuous improvement, where students develop skills to believe in themselves, achieve their goals and become productive members in society. Diverse leadership responsibilities obtained by the staff of Fuller PLC have equipped us to learn how to value others, display outstanding communication skills, and have a sense of approachability, combined with a solid knowledge of instruction and direction.

We at Fuller Performance Learning Center are here to help you believe and obtain your “past due promises”.

Always believing,

Mrs. Vernon Lowery
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II. SAFE SCHOOLS PLAN

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<td>Injury</td>
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</tr>
<tr>
<td>Disclaimer</td>
<td>23</td>
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</tbody>
</table>
• Non-traditional school but NOT a disciplinary alternative school
  ▪ Flexible, Professional, Goal-Oriented
  ▪ Small (100 students)

• Hours are 9:30-4:30 for students
  ▪ Class schedule will follow 4 by 4 format

• Responsible, professional behavior is a MUST
  ▪ You must be self-motivated and organized to succeed
  ▪ A good work ethic is the key to success
  ▪ APEX is the primary source of curriculum (following the Common Core and
    Essential Standards)
  ▪ Student work stations with desktop computers
  ▪ 80% mastery required

• Projects, notebooks, & offline assignments are required
  ▪ These additional assignments will also be used to determine grades in conjunction
    with APEX.

• Work at an accelerated pace
  ▪ Time in school is YOURS—you have to use it wisely

• Teachers act as facilitators for all classes
  ▪ Teachers are there to assist
  ▪ Students are responsible for their OWN learning and progress
  ▪ Students are responsible for following their pacing guides for each course

• Advisement is a weekly interaction between students and faculty
  ▪ Goal-setting and planning activities
  ▪ Getting ahead or catching up

• Motivation is a weekly activity
  ▪ Student led sessions
  ▪ Includes inspiring stories, guest speakers, games and more…

• Transportation is provided only in designated areas of the district

• Opportunities for service learning, dual enrollment in college, internships and job shadowing
  experiences
VISION

The vision of the Fuller Performance Learning Center is to provide educational opportunities that will enable students to attain the academic and emotional foundations necessary for their future endeavors.

MISSION

The mission of the Performance Learning Center is to provide a businesslike environment with a focus on students’ learning and acquiring skills that will ensure their success in the real world as life-long learners.

BELIEFS

The Fuller PLC is committed to graduating students from high school by creating a nurturing environment that provides:

- A personal one-on-one relationship with a caring adult
- A safe place to learn and grow
- A marketable skill to use upon graduation
- A chance to give back to peers and the community
- A belief that learning is the key to success

GOVERNING PRINCIPLES OF THE FULLER PLC

Students are responsible for their education and teachers act as learning facilitators.

Each student will master a body of knowledge and a set of skills that prepare him/her for success in college or work.

The center emphasizes a caring, compassionate, encouraging, safe, and orderly climate. Each student is in partnership with a staff member who will develop an Individual Development Plan (IDP).

Learning is documented and assessed with tools that measure mastered skills and performance-based outcomes.

Intensive support and resources are provided to assist students in meeting all standards.

Parents and local community members are essential collaborators and vital members of the FPLC.
Mrs. Vernon Lowery—Principal
As the person ultimately responsible for the school, the principal welcomes input from staff and students alike. Faculty, staff and students are encouraged to see the principal at anytime.

Total School Operation, including but not limited to the following:
- Health and Safety of the Students
- Instructional Program
- School Leadership Team
- Staffing and Evaluation
- Budget
- Public Relations
- Supervision
- Academic Facilitator
- Technology support
- Discipline

Data Manager/Bookkeeper
- Administrative Support
- Building Maintenance
- NCWISE data entry
- Financial responsibilities
- Teacher Payroll/Extended Employment
- Principal’s Administrative Support
- Smart Find Express/Substitutes
- Purchasing/Requisition
- Greet Visitors
- Answer phones
- Medical issues

School Resource Officer (SRO)
- Perform a variety of supportive duties relating to general security.
- Provide support to faculty and staff in managing students.
- Maintain visibility in the school among students and staff; monitor behavior by observing student’s activities; develop rapport with students to establish a communication network.
- Patrol school buildings, classrooms, restrooms, and buses; secure doors and frequently monitor high security areas.
- Remove disruptive students from class in a timely manner.
- Assist in developing and executing a safe school plan.
- Provide security during emergency events including lock-out, lock-down, and direct building evacuations.
School Social Worker
- Helps students resolve problems such as personal issues or family problems.
- Works with students, parents and the school to improve the lives of the students.
- Assesses student's needs to determine which services will provide assistance in academic performance problems, relationship issues, problems at home or social problems such as substance abuse/pregnancy.
- Assesses students with behavior problems such as truancy to determine the cause of the problem and find a resolution.

School Guidance Counselor
- Prepares students for graduation by checking to make sure requirements are met.
- Helps students prepare for college or other continuing education by making information available and assisting them with the application process.
- Registration and class scheduling.
- Individual counseling as it pertains to academic and personal concerns.
- Support for students and staff.
- Liaison between administration, students, staff and parents.
- Testing Coordinator

School Nurse
- Consult with students on a variety of health related topics.
- In some cases acts as confidant and may need to advise students on sensitive topics.
- Works with students, parents and the school to improve the lives of students.

Services Coordinator
- Helps students resolve problems such as personal issues or family problems.
- Works with students, parents and the school to improve the lives of the students.
- Focus on developing and providing services for those young people who are most at-risk for negative social and academic outcomes.
- Assists with community contacts.
- Liaison between school and home as it student attendance and academics.
- Valued Youth Program contact.
- At-risk monitoring of students.
- Entrance exam.
- CIS data entry.

Teaching Staff
- Models desired behavior and mannerism by self example.
- Prepare lessons which coincide with objectives and goals set forth by Common Core and Essential Standards.
- Provide activities and materials that engage and challenge students intellectually.
- Understand and implement technology in lesson preparation and teaching.
- Understand the diverse background students come from, their strengths, weaknesses and areas of interest.
- Be honest in student appraisal, avoid favoritism.
- Enforce discipline by firmly setting classroom rules.
Regular Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:10</td>
<td>ZERO PERIOD (pre-arranged)</td>
</tr>
<tr>
<td>9:10 – 9:30</td>
<td>BREAKFAST</td>
</tr>
<tr>
<td>9:30 – 11:00</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; PERIOD</td>
</tr>
<tr>
<td>11:03 – 1:00</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; PERIOD</td>
</tr>
</tbody>
</table>

**LUNCH = 11:30 – 12:05**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>1:03 – 3:00</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; PERIOD</td>
</tr>
<tr>
<td>3:00 – 4:30</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; PERIOD</td>
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</table>

2 Hr. Delay Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 – 1:00</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period</td>
</tr>
<tr>
<td>Lunch 12:00 – 12:30pm</td>
<td></td>
</tr>
<tr>
<td>1:03 – 2:10</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
</tr>
<tr>
<td>2:13 – 3:20</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>3:23 – 4:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
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2 Hr. Early Release

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>9:30 – 10:35</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
</tr>
<tr>
<td>10:38 – 12:13</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; period</td>
</tr>
<tr>
<td>Lunch 11:30 --</td>
<td></td>
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<tr>
<td>12:16 – 1:21</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
</tr>
<tr>
<td>1:24 – 2:30</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
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Letter grades A-F must be used for all subjects

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A-</td>
<td>93 -- 100</td>
</tr>
<tr>
<td>B-</td>
<td>85 -- 92</td>
</tr>
<tr>
<td>C-</td>
<td>77 -- 84</td>
</tr>
<tr>
<td>D-</td>
<td>70 -- 76</td>
</tr>
<tr>
<td>F-</td>
<td>Below 70/ Failing – No credit given</td>
</tr>
</tbody>
</table>
**Student Responsibilities**

- Attend a non-traditional center that incorporates computer-based instruction.
- Maintain attendance at a rate of 95 percent.
- Follow all guidelines and rules of the FPLC.
- Participate in unpaid internships, job shadowing, and community service activities.
- Adhere to dress code guidelines of the FPLC.
- Meet the requirements for graduation in order to receive a diploma.

**Student Road Map to Success**

The Student Road Map to Success is intended to outline a student’s progression through FPLC.

The process begins with a student’s referral into the program and continues through intake, scheduling academics, partnering with a mentor and participating in the career capstone. The end result of this map is not limited to graduation, but includes a career to college focus.

Service learning and life skills are integral parts of student’s learning process at FPLC. These two components are not separate pieces of FPLC; they are intended to be continual focus during the instructional day.

**Code of Professionalism**

The FPLC’s primary goal is to educate, not to punish. However, when the behavior of an individual student comes into conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and FPLC as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Professionalism and the Cumberland County Schools Code of Conduct.

The environment of FPLC is professional and businesslike; therefore, students are expected to conduct themselves in a professional manner. When discipline is necessary, the degree of discipline imposed by FPLC staff will be determined by the severity of the behavior, its’ frequency and other relevant factors. Parents must be aware that when a situation arises that the principal deems pertinent then students will be searched. This includes but is not limited to leaving campus, communicating threats, and suspicious activity. Parents may be called or notified if the situation permits but this may not always occur. This happens to ensure that student safety is our main concern.
Some behaviors that are **NOT** permitted include, but are not limited to:

- Fighting
- Classroom disturbances
- Defacing/damaging FPLC property
- Disrespect towards others (including profanity)
- Possession of a weapon or contraband of any type
- Possession of drugs or drug paraphernalia
- Any violation of the Cumberland County Schools Code of Conduct

**Parental Responsibilities**

Parents are strongly encouraged to visit Fuller Performance Learning Center to check on the progress of their child. Parents are welcome and encouraged to become involved in all activities. It is extremely important that parents communicate with the staff at the Performance Learning Center at every opportunity. Regularly announced conference times with the staff will be made in addition to private individual conferences with parents. Each student must have a parent complete a parent contract and it must be on file with administration.

**Students Driving to the Performance Learning Center**

Students who drive to school must pay for a parking decal and it must be displayed at all times while on campus. Student parking is located in the back of the building. Cars not parked in the proper place may be towed at the owner’s expense. Price for parking decals - $25

**Child Abuse and Neglect**

It is mandated by law that all school personnel report any suspicion of child abuse/ neglect to the Department of Family and Children Services. It is the agency’s responsibility to investigate and determine if abuse/neglect has occurred.

**Student Fees**

All student fees and charges, both optional and required, shall be listed and described annually in each school’s handbook or in some other written form. The school shall contact the parents or guardians of the pupil to notify them of the debt and penalty for non-payment. Any fee or charge due to be paid to any school in the system and not paid at the end of the school year shall be carried forward into the next succeeding school year, as such debts are considered to be debts of the student to the school system and not to a particular school.

Fees will be charged for the following:

1. Class dues are as listed below. This amount includes Fuller ID, and other items.
   - Freshmen: $25.00
   - Sophomores: $30.00
   - Juniors: $35.00
   - Seniors: $50.00 (includes senior activities)
2. Special events (i.e. Knight Ball)
3. Lost or damaged books
4. Lost or damaged materials, supplies, or equipment
5) Certain field trips $5-$15.00  
6) Yearbook $50.00

**Lost and Damaged Books/Materials**

Students are responsible for any textbooks and materials issued to them. Students will be expected to pay for lost or damaged materials. Money owed on previous year’s books must be paid or arrangements made before books are issued the next year.

**Telephone Messages for Students**

Telephone messages will **NOT** be delivered to students in class except in cases of EXTREME EMERGENCIES. In the event of an emergency, principal approval is needed for telephone access.

**Student Visitors**

Student visitors are not allowed on the Performance Learning Center campus. Students are never to invite or bring anyone to the campus to spend the day or part of a day unless the student is involved in an activity approved by the building principal or designee. This supports the safety and well being of all students.

**Student meals**

All students will eat in the cafeteria and will eat the meal provided by school lunch services or home. Lunch application for free, reduced price or full pay meals **must** be made. Each student is expected to clean up after himself/herself at meals. All disposable items must be placed in the garbage and the eating area left clean. No food or drink is allowed in the classroom. Prices are as follows:

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<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
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<tbody>
<tr>
<td>Elementary, Middle, &amp; High School Students</td>
<td>$.85</td>
<td>$1.80</td>
</tr>
<tr>
<td>Reduced Priced Students</td>
<td>$.30</td>
<td>$.40</td>
</tr>
<tr>
<td>Faculty Prices</td>
<td>Al a Carte Pricing</td>
<td>Al a Carte Pricing</td>
</tr>
</tbody>
</table>
STUDENT CONDUCT / DISCIPLINE PROCEDURES

CCS CODE OF CONDUCT HANDBOOK

On the first day of school, each student will receive a copy of the CCS Code of Conduct Handbook. Teachers will explain the contents of this handbook and answer student questions at the beginning of the school year. Assemblies are also held, during which administrators point out highlights of the regulations.

The purpose of the handbook is to establish a code of conduct for all students. Rules and expectations are clearly outlined along with the consequences for violations of those rules. In particular, students and parents should note that the Superintendent has **Zero Tolerance for weapons, assaults, alcohol, and illegal substances.**

The School and the Law: Any unlawful act that takes place on school grounds or school buses make the student subject to penalties that the court may prescribe and may result in suspension or dismissal from school.

Uniform Policy: Students must be in proper uniform at the time they arrive on campus, and remain that way until they leave. (see PLC Dress Code)

**Discipline Procedures (Definition of terms and basic information relating to discipline policies):**

**Suspension:** Suspension is removal from school.

**Searches:** Students/student property (which include vehicles) are subject to searches if there is reason to believe that drugs, alcohol, stolen property or other contraband might be present. Students who leave campus are prone to being searched when they return.

**Extended Day:** Students may be required to attend “extended day” sessions for one day or a specified block of time due to inappropriate behavior or unacceptable academic progress. “Extended day” generally runs from 8:30a.m.–9:15a.m or 4:30p.m. – 5:15 p.m.
School Management Rules

The following are some examples of inappropriate behaviors that will have specific consequences:

**Offenses:**

- Tardiness
- Absenteeism/Skipping class
- Leaving campus without permission
- Lying
- Insubordination
- Cheating
- Physical contact
- Use of drugs/tobacco
- Stealing
- Sexual harassment
- Plagiarism

- Sleeping during class
- Extortion/Intimidation
- Using profanity
- Refusal to do work
- Gambling
- Fighting
- Use of alcohol
- Possession of weapons
- Vandalism
- Harassment
- Internet Abuse

**Disposition:** Referrals will be sent to the academic team for disciplinary action. Any behavior that is disruptive to the learning process will be reviewed by the Academic Team who will determine appropriate consequences.

**Parking Lot Policy:** Drivers are not to return to their vehicles once they arrive on school grounds unless they are escorted by the SRO.

**Electronic Devices:** The use of an electronic device is not permitted during the instructional day. Failure to comply will result in the items being confiscated. Confiscated items will be returned to parents the next school day at 4:30 p.m.

**ONCE STUDENTS ARRIVE ON CAMPUS THEY ARE NOT PERMITTED TO LEAVE. IF A STUDENT LEAVES CAMPUS THEY WILL BE SUBJECT TO DISCIPLINARY ACTION.**

**NO STUDENT WILL BE ALLOWED TO LEAVE CAMPUS UNLESS A PARENT PHYSICALLY COMES IN THE MAIN OFFICE AND SIGNS THE STUDENT OUT.**

**LIFELONG GUIDELINES**

Eight brain-compatible components are instrumental in guiding teachers in the PLC: absence of threat, meaningful content, choices, adequate time, enriched environment, collaboration, immediate feedback, and mastery. In addition, behavioral guidelines, called Lifelong Guidelines, are emphasized. These are trustworthiness, truthfulness, active listening, positive interactions (no put-downs) and personal best. These guidelines align with current brain research and are implemented in the PLC. FPLC students should adhere to these guidelines and make every attempt to develop the personal and interpersonal skills necessary to make these guidelines reality.
TRUSTWORTHINESS – To act in a manner that makes one worthy of confidence.

TRUTHFULNESS – Telling the truth about personal responsibility and mental accountability.

ACTIVE LISTENING – Listening with intention means more than just hearing the words.

POSITIVE INTERACTION (NO PUT-DOWNS) – A put down is a way of saying, “I am better than you, richer than you, smarter than you, have more options than you. Your position in this setting is lower than mine.”

PERSONAL BEST – Doing one’s best at all times.

This code of conduct is effective during the following times and in the following places:
  • At school or on school property at any time;
  • Off school grounds at any school activity, function, or event and while traveling to and from such events;
  • On vehicles provided for student transportation by the school system;
  • In private vehicles if special permission be given by the school to utilize such vehicles to travel to and from school activities.
“Diligence + Determination + Discipline + Dedication = Success”

Admission Process

• Students should be enrolled in a CCS high school.

• Applicants must be in good standing and highly motivated at their current school.

• Student obtains referral form and application from their guidance counselor or FPLC.

• Student and parent sign & return forms to their guidance counselor or FPLC.

• FPLC will call parent & student to set up testing date.

• Student must pass a basic reading and math competency test.

• Students who pass the test will be contacted to schedule an interview.

• After the interview, the admissions team will meet to review the final admission packet and the parent/student will be notified.
Discipline Plan

The goal of the students and staff of Fuller is to ensure that all students strive for success. In order for this to take place all students may need barriers and obstacles removed with the help of staff in some cases. When students become defiant and are not in compliance with the Cumberland County Schools Code of Conduct and the policy of Fuller Performance than consequences may be rendered. The Performance Learning Center Plan is as follows:

Step 1: Redirect the student of certain behaviors (privately)
Step 2: Parent contact
Step 3: Team meeting
Step 4: 2nd parent contact
Step 5: Team conference amongst teachers, parental support and the student
Step 6: Refer to office

Actions taken may range from counseling services, student/parent contracts, work detail, after school detention, In School Suspension, Out of School Suspension etc.
FULLER PERFORMANCE LEARNING CENTER
DRESS CODE
2012 – 2013

The FPLC has been established as a business-like environment. Therefore, the dress code reflects that of the business setting. Consequences of violations are as follows:
* Parents will receive a written notice that his/her child has violated the Fuller PLC dress code accompanied with the following consequences.

<table>
<thead>
<tr>
<th>Offense</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offense</td>
<td>Warning</td>
</tr>
<tr>
<td>2nd offense</td>
<td>Conference with student</td>
</tr>
<tr>
<td>3rd offense</td>
<td>Phone call home</td>
</tr>
<tr>
<td>4th offense</td>
<td>Parent Conference</td>
</tr>
<tr>
<td>5th offense</td>
<td>Student consequence</td>
</tr>
</tbody>
</table>

Each quarter, all staff will choose one student that maintains the most professional dress and provide them with an award.

1. Students must be in proper attire at the time they arrive on campus and remain that way until they leave. Apparel will not display vulgar language, ideas, or pictures. GANG RELATED ATTIRE IS NOT ALLOWED.

2. Slacks / Pants, Shorts, Jumpers
   • Traditional length pants, capri pants, and cargo pants
   • Knee length skirts, shorts, dresses
   • Pants/shorts must fit at waist and not sag
   • No cut-offs or rolled-up cuffs permitted
   • Properly fitted jeans are permitted

3. Shirts & Sweaters
   • Students should wear a collared shirts at all times
   • Outerwear is permitted if collar is visible

4. T-shirts
   • T-shirts are only allowed on assigned days

5. Headgear & Shoes
   • Caps, hats, scarves and headbands are not to be worn in building
   • No bedroom shoes
   • No flip flops

The Principal/Academic Coordinator has the final say on any decisions concerning the dress code.

I have read and agree with the above dress code for the 2012-2013 school year.

____________________________________  ________________
Student Signature                  Date
Absentee Policy

Attendance

The students at the FPLC have an opportunity to earn credits by completing a course in each academic or elective course. Therefore, regular, punctual attendance is required at 95% minimum.

1. When a student must miss school, the parent/guardian must call the school to clear the absence before 10:00 a.m.

2. Upon returning to school after being absent for any reason, the administrative secretary will contact the parent or guardian.

3. Students may be temporarily excused from school for any of the following reasons:
   a. Personal illness that would endanger their health or the health of others
   b. Serious illness or death in the immediate family which would reasonably necessitate absence from school
   c. Observance of special and recognized religious holidays of their faith
   d. An absence mandated by order of governmental agencies – e.g. pre-induction physical examination for the Armed Forces or a court order, etc.
   e. Other situations recognized as not preventable by the principal

4. Students will not earn credit in classes where they have excessive absences excused or unexcused per semester, unless credit has been cleared by the Fuller Performance Learning Center.

5. Extended absences because of illness will be reported to the Services Coordinator. It is the responsibility of the parent or guardian to contact the administration for information concerning other enrollment options.

- The Services Coordinator will be brought into the case when the academic team’s efforts to solve a chronic attendance problem are not sufficient. The team will refer the case to the counselor, who will join the team to comprise an assistance team for the student.

- Students are responsible for contacting individual teachers immediately upon their return to school to make up the work missed. Students must attend class on the following Friday to make up missed work.

- It is the student’s responsibility to make arrangements to make up work on the Friday of the same week; however, all teachers should make an extra effort to counsel and encourage students to improve attendance and academic performance.
“Only as high as I reach can I grow, Only as far as I seek can I go, Only as deep as I look can I see, Only as much as I dream can I be.”

~Karen Ravn
FULLER PERFORMANCE LEARNING CENTER
SAFE SCHOOLS PLAN
2012-2013

Goals & Objectives

1) Foster a climate reflective of a safe and orderly environment.

2) Review the CCS Code of Conduct Handbook with each student at the beginning of the school year and when enrolling at FPLC.

3) Ensure that an average of 100% of the student body of PLC feel safe at school, can identify and know the purpose and consequences of the CCS Code of Conduct Handbook.

4) Ensure that teachers are standing in front of their classroom door or at their designated area 100% of the time. No classrooms should be left unattended. Classrooms should be locked when not in use.

5) Ensure that administrators and campus security regularly monitor hallways and other areas of campus.

6) Develop and implement safe and effective lockdown procedures and evacuation plans.

7) Identify and establish interventions for disruptive students.

8) Teach our students basic conflict resolution methods.

9) Receive 100% on all CCS Safe School Audits.
FIRE DRILLS

There will be monthly fire drills. Students must exit the building in a single-file, silent line. Classes line up at the assigned assembly area and teachers must take roll (ALWAYS CARRY YOUR ROLL/ GRADE AND INFORMATION NOTEBOOK WITH YOU). Students are to remain in a single-file silent line until the “all clear” is sounded, and then they are to return to the classroom in a single-file and silent line.

Refer to the map for fire exits and assembly areas.

LOCKDOWN

Should a dangerous situation arise on campus or in the nearby community, the principal (or her designee) will make the determination to go to “LOCK DOWN.” An announcement will be made over the intercom to “go to lock down.” All students in hallways and restrooms should immediately return to class (be sure that your students know what to do when lock down is announced).

For a Code Red Lockdown teachers should:

1. Account for all students (students in other rooms should remain there, those in halls or restrooms should return to class). If all students are accounted for, slide green card under door into hall. A red card will be used to indicate a problem.
2. Lock doors (if door cannot be locked, block it with furniture).
3. Turn off lights, close windows, lower shades, remain silent.

Classes/students in the cafeteria should report to the kitchen area and room 5. Refer to the map for assembly areas.

SEVERE WEATHER / POWER OUTAGE

Tornado Drill

Students are to sit under the computer cubicles. Students in huts should line up and proceed to the multi-purpose room and implement the safety position. Have students adopt the safety position—sit with feet on floor, knees up, put head on knees and cover with arms. Classes in the hut should report to the multi-purpose room and assume the safety position. **Be sure to keep ROLL, GRADE, AND INFORMATION NOTEBOOKS with you.**

Power Outage

When a power outage occurs, students should remain in the classroom. **No class changes will happen during an outage. Do not send students into the halls for any reason.**

Teachers on planning and staff without students to supervise should immediately report to the main office for duty assignments.
The administration will send messages by available staff to each classroom regarding any instructions. Security Associates, Administrators, Resource Officer, and Office staff will communicate by walkie-talkie and coordinate escorting students to restrooms (for emergencies only).

**BOMB THREAT**

The following guidelines are based on recommendations from the Bureau of Alcohol, Tobacco and Firearms, U. S. Department of Justice’s Office of Community Oriented Policing Services and the Federal Bureau of Investigations. These guidelines dictate how Cumberland County Schools will handle a Bomb Threat incident. However, these guidelines do not dictate how Law Enforcement will investigate a Bomb Threat incident. When a school is faced with a Bomb Threat incident, the school’s SRO/Law Enforcement shall be contacted and law enforcement will determine the appropriate criminal investigative actions to be taken and shall prepare a report on all incidents, listing the appropriate charge (Bomb Threat, Communicating Threats, Disruptive Behavior, etc.)

The FBI has classified Bomb Threats into three categories: Low Level, Medium Level, and High Level.

1. **Low Level**
   - Threat is vague and indirect.
   - Information contained with the threat is inconsistent, implausible or lacks detail.
   - Threat lacks realism.
   - Content of the threat suggests person is unlikely to carry it out.
   - Threat is made by young child(ren) and there is laughter in the background.
   - The caller is definitely known and has called numerous times.

2. **Medium Level**
   - Threat is more direct and more concrete than a low-level threat.
   - Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
   - There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
   - There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled referenced or ambiguous or inconclusive evidence pointing to the possibility—an illusion to a book or move that show the planning of a violent act, or a vague, general statement about the availability of weapons.

3. **High Level**
   - Threat is direct, specific and plausible for example, “This is John Smith, and I’m fed up with Mr. Jones yelling at me. There’s a bomb under his desk.”
   - Threat suggest concrete steps have been taken toward carrying out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the intended victim under surveillance.
INJURY

If a student or staff is injured, contact the front office immediately and ask for a FIRST RESPONDER. This person will assess the situation, administer first aid and determine if further action is needed.

Student/Personal Crisis

If a student should exhibit any warning signs for suicide he/she is to be referred to the appropriate counselor. Do not “send” student to the guidance office. See the counselor to make the referral; they will call for the student. If the student is in a life-threatening situation the counselor or teacher are to notify the administration immediately. If needed, the principal will coordinate with the front office to contact 911, the regional superintendent, Public Information, and others are needed. The first responder will administer first aid as needed. The counselor will notify the student’s parents.

The guidance staff will provide training for all staff at a staff meeting early in the year about warning signs, accessing Guidance services, referring students suspected of drug use, physical or sexual abuse, etc. and other available services during the first quarter of the year. Feel free to ask questions of the counselor if you have concerns at any time.

Disclaimer

Fuller Performance Learning Center has used reasonable endeavors to ensure that materials contained in this handbook were correct at the time the handbook was created and last modified. However, Fuller PLC reserves the right at any time to make changes, as it deems appropriate. Teachers should check for confirmation with originating or authorizing faculty, department or administrator.