CENTER for INQUIRY
EST 1993

Family Handbook

2026-2027

AN IB WORLD SCHOOL

myIPS



IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

CFI Mission Statement

The mission of CFI is to develop a community of respectful, lifelong learners, who use inquiry, critical thinking, and problem-solving skills to be socially responsible contributors to a changing global society.

CFI Vision Statement

CFI is a diverse, equitable, inclusive family of public International Baccalaureate schools whose community members consider multiple perspectives and are inspired to reflect, collaborate and take action to make a positive impact on the world.

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Notice of Non-Discrimination

Indianapolis Public Schools (IPS) does not discriminate on the basis of race, color, religion, national origin, sex, disability, age or sexual orientation in its programs and activities. For inquiries regarding the non-discrimination policies, please contact the Human Resources Division, 120 E. Walnut St., Room 103, Indianapolis, IN 46204, (317) 226-4150.

SECTION 1: PROCEDURES

WELCOME TO CFI!

Welcome to a new school year! We are excited to partner with you as we work toward our shared goal of inspiring your child to use inquiry, critical thinking, and problem-solving skills to learn about our world and make it a better place. In the following pages, you will find important information about district policies, Center for Inquiry procedures, and our International Baccalaureate Programmes.

SCHOOL HOURS

9:05am: Buses unloaded and breakfast served
9:20am: Tardy Bell
3:45pm: Announcements & Dismissal (times may vary per site)
MAIN OFFICE HOURS: 8:10am-4:40pm (times may vary per site)
TEACHER HOURS: 8:40am-4:10pm

Follow Us

The school doors are kept locked for your child's safety. All visitors must enter the main door (1). Please ring the school doorbell at the front door for entry into the secure vestibule. All visitors must enter through/ report to the office for a visitor's badge before proceeding to classrooms. Information on IPS Volunteer requirements can be found at: https://myips.org/get-involved/volunteer/

STAY CONNECTED

Newsletters from the principal and teachers are sent home electronically via Toddle. For the 2024-2025 school year, the CFI schools have migrated from Managebac to Toddle. Friday Folders are sent home with special notices, permission slips, order forms, etc. Send the folder back to school with your child the following Monday.

Families will also receive reminders, notices, and any emergency messages via telephone or text through our automated School Messenger system. It is most important to keep your general and emergency phone numbers up to date. Please contact the school immediately if your number changes.

EMERGENCIES & INCLEMENT WEATHER: If school needs to be closed or delayed, this will be announced with notification through local television, social media, and through our School Messenger system.

It is a parent requirement/responsibility to use our online parent portal, Toddle, to access our events calendar, classroom information, student progress reports, and more.

Toddle login information will be shared by classroom teachers at the beginning of the year.

ADDRESS/PHONE NUMBER CHANGES

Changes to your address, phone numbers, and/or email should be communicated to the main office as soon as possible so that records may be up to date at all times. If an address change is given, proof of the new address will be required. (Not to worry, a change of address does not necessarily require a change of school or district).

BEFORE & AFTER SCHOOL CARE

On-site childcare, provided through a community partner, is available at each Center for Inquiry school. Register online with the program that is at your child's school.

CFI 2

Provider: YMCA

Hours: 7:00am-6:00pm

Register: INDYMCA.ORG/YOUTHDEVELOPMENT

Contact: beforeandafterschool@indymca.org
(317) 484-9622

CFI 27, 70 and CFI 84

Provider: AYS

Hours: 7:00am-6:00pm

Register: AYSKIDS.ORG

Contact: info@ayskids.org
317-283-3817.

ATTENDANCE

Attending school regularly is essential for a child's academic and social development. Parents/guardians are required by Indiana Law to ensure that their child attends school daily. Once your child reaches 12 years of age, they share legal responsibilities for school attendance.

TYPES OF ABSENCES AND DEFINITIONS	
Excused Absence	• Personal illness/injury. A parent must contact the school before 10:00am and submit documentation upon the child's return (formal documentation required for each absence after 5 absences have accumulated) • Medical, dental, counseling, and other select required appointments (formal documentation required) • Death in the immediate family (formal documentation required) • Major religious holidays (documentation required) • Personal tragedy (administrative approval required)
Unexcused Absence	• Any absence not covered under the definition of excused or exempt absence • Student absence due to prearranged family trips/vacations
Exempt Absence	• Participating in an election (formal documentation required) • Duty as a page/honoree of the Indiana General Assembly (formal documentation req'd) • Testifying in court under subpoena (formal documentation required)
Tardy	• Arriving to school after 9:20am
Early Dismissal	• Leaving the school prior to the dismissal time of 3:50pm
Reminders	• Routine, non-emergency appointments (vaccinations, dental cleanings, etc.) should be arranged outside of school hours or during school breaks. If it is necessary for your child to miss school, she/he is expected to attend school both before and after the appointment. • Contact the school social worker with questions

PROCEDURES FOR REPORTING ABSENCES, TARDINESS & EARLY DISMISSAL	
Absence	● By 10:00am, call the main office or email the school administrative associate ● Failure to call each day of an absence will result in the absence being recorded as unexcused. ● To better communicate student absences, the CFI schools will implement an online absence form linked here for CFI 84, here for CFI 2, here for CFI 70 and here for CFI 27 to ensure the absence is reported to the necessary individuals as quickly as possible.
Tardiness	● If your child is tardy to school, an adult must sign the child in at the main office.
Early Dismissal	● Parents/Guardians must sign a child out at the school office if leaving before scheduled dismissal. ● Adults will be required to present identification before a child will be released to them. ● Students will **not** be released to anyone other than the parent or guardian unless confirmation has been received from the parent/guardian prior to the release. ● Designated emergency contacts and those adults able to take your child from school should be listed on the school Emergency Form.

POSSIBLE CONSEQUENCES FOR EXCESSIVE ABSENCES, TARDIES, OR EARLY DISMISSAL	
● After 5 unexcused absences within a 5-week period, parents will ○ Receive notification of our truancy policy ○ Attend an administrative conference ○ Collaborate on an Attendance Intervention Plan ● The school will implement and progress monitor the attendance intervention plan. ● The school will conduct home visits and communicate each time the student is absent.	● After 10 unexcused absences, ○ Parents will receive notification via certified mail that the student is officially truant ○ Parents will be referred to the Marion County Superior Court for Failure to Ensure charges ○ Parents may face sanctions by Department of Family and Children

ILLNESS OR INJURY AT SCHOOL

If a student becomes ill or injured at school, the child will be sent to the school office/Nurse, and if warranted, the parent or guardian will be called to pick up the student. Students may not call their parents on a personal device to be picked up from school. All communication will come from the school.

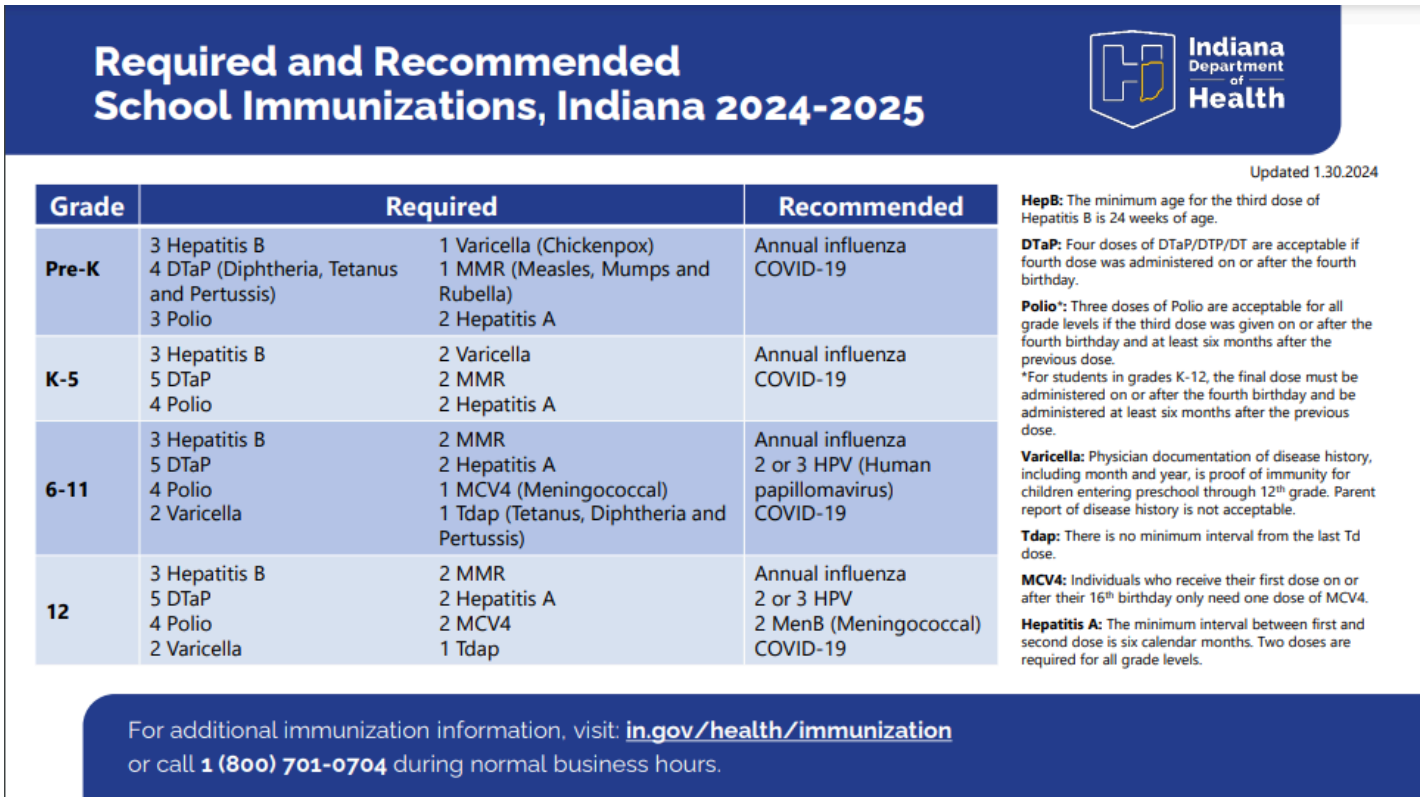
We do not have adequate resting space at the school for sick children to stay all day when they are ill. If we cannot reach a parent, the person listed as the emergency contact will be called. Students must be free from vomiting, diarrhea, and fever *without the aid of medicine* for 24 hours before returning to school.
If there is a life-threatening emergency, we will call 911 and transport your child to the hospital. A staff member will accompany the child in the ambulance and wait at the hospital until a parent/guardian arrives. Parents will be contacted immediately. **Please remember to keep all telephone numbers current in case of an emergency.**

Medication

If your child needs to take at school, complete the request to administer medication form and send the medication in its original container. Students are not allowed to carry medication on them during the school day unless it is for a chronic disease or medical condition that requires emergency administration of the medication. If your child needs to carry this type of emergency medication on them during the school day, we will need to have a doctor's note.

IMMUNIZATIONS

Ensure that your child's vaccinations are up to date as required. **The school cannot allow your child to attend more than 20 days without proper vaccinations,** unless the child is exempted for religious or medical reasons, or if a doctor has provided documentation that your child is scheduled to be vaccinated. If your child does not receive shots due to medical reasons we must have a **doctor's statement**. If your child does not receive shots for religious reasons a written statement must be submitted to the school **each year**.



Required and Recommended School Immunizations, Indiana 2024-2025

Indiana Department of Health

Updated 1.30.2024

Grade	Required		Recommended
Pre-K	3 Hepatitis B 4 DTaP (Diphtheria, Tetanus and Pertussis) 3 Polio	1 Varicella (Chickenpox) 1 MMR (Measles, Mumps and Rubella) 2 Hepatitis A	Annual influenza COVID-19
K-5	3 Hepatitis B 5 DTaP 4 Polio	2 Varicella 2 MMR 2 Hepatitis A	Annual influenza COVID-19
6-11	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus, Diphtheria and Pertussis)	Annual influenza 2 or 3 HPV (Human papillomavirus) COVID-19
12	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 2 MCV4 1 Tdap	Annual influenza 2 or 3 HPV 2 MenB (Meningococcal) COVID-19

HepB: The minimum age for the third dose of Hepatitis B is 24 weeks of age.

DTaP: Four doses of DTaP/DTP/DT are acceptable if fourth dose was administered on or after the fourth birthday.

Polio*: Three doses of Polio are acceptable for all grade levels if the third dose was given on or after the fourth birthday and at least six months after the previous dose.
*For students in grades K-12, the final dose must be administered on or after the fourth birthday and be administered at least six months after the previous dose.

Varicella: Physician documentation of disease history, including month and year, is proof of immunity for children entering preschool through 12th grade. Parent report of disease history is not acceptable.

Tdap: There is no minimum interval from the last Td dose.

MCV4: Individuals who receive their first dose on or after their 16th birthday only need one dose of MCV4.

Hepatitis A: The minimum interval between first and second dose is six calendar months. Two doses are required for all grade levels.

For additional immunization information, visit: in.gov/health/immunization
or call **1 (800) 701-0704** during normal business hours.

CHILD CUSTODY MATTERS

Provide the school with a copy of any legal documents regarding student guardianship or visitation rights. This helps us ensure student safety, avoid confusion and maintain the legal rights of all individuals involved in your child's life. These documents become a part of your child's permanent record at the school.

STUDENT RECORDS REQUEST

Education records consist of all official records, files and data directly related to a student and maintained by the Indianapolis Public Schools. Such records encompass all the material incorporated in the student's cumulative folder, and includes but is not limited to general identifying data, records of attendance and of academic work completed, records of achievement in the school curriculum and in standardized achievement tests, results of other evaluative tests, health data, teacher and counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent of a student has the right to inspect and review such student's education records maintained by IPS. A parent shall be presumed to have authority to inspect and review the student's records unless IPS has been provided with written notice that there is a court order that restricts or terminates the parent's authority to access the student's records under applicable State statutes governing matters such as divorce, separation, and legal custody.

To obtain student records, a parent will submit a written request to the principal. Such a request shall be made during reasonable business hours determined by mutual agreement between the principal (or their designee) and the parent or eligible student but, in no event shall be more than forty-five (45) days after receipt of the written request. A school official shall be present during any such inspection to assist in the interpretation of the records. The parent(s) must submit sufficient proof of his/her identity to the school official before inspection of a student's records shall be permitted. If a student enrolls in a new school or district the parent or the receiving school may make the records request.

BREAKFAST AND LUNCH SERVICE

- IPS participates in a universal free lunch program. All students may eat breakfast and lunch at no charge. Students may choose to bring lunch from home; there is a nominal charge for milk or juice purchased separately from a school meal.
- **Students may NOT bring soda pop or candy in their packed lunch.** If students bring chips in their sack lunch, it should be a small quantity that can be consumed in the cafeteria during lunch. Please supervise the food choices students bring to help promote healthy eating habits.
- Due to allergies, students are not to share or trade any food items in the cafeteria.
- If your child has a medically documented dietary need, please contact the principal for information on modified meals.
- Adults may also purchase a school breakfast and/or lunch. Please let us know in the morning if you are going to be at school and want to order lunch.
- If you plan to bring lunch to school for your child, you must arrive prior to the beginning of your child's lunch period or they will be provided a school lunch. Lunch from a fast food or restaurant is not permitted.
- Food deliveries for students, such as DoorDash or UberEats, are not allowed at any time.
- Lunch is a 20 to 30-minute period. Menus are distributed electronically through Toddle and on the IPS website.

RECESS

- All Center for Inquiry K-5 students have a daily recess period.
- If a child needs to stay inside at recess due to illness, a note must be sent to the nurse. Students will not be kept inside for more than 3 days without a doctor's note. Children are expected to bring cold weather gear so play may continue in winter. Recess is held inside if the weather makes it unsafe to be outdoors. Generally, we do not go outside if temperatures and/or wind chill are below 20 degrees Fahrenheit or above 90 degrees Fahrenheit
- Tennis shoes are the recommended footwear for school. Closed-toe, closed-back shoes are always required at school.
- Recess privileges can be restricted or lost if a child is playing unsafely on the playground.

TRANSPORTATION

When it comes to transportation, student safety is our priority. See the maps on the following pages for a helpful visual of arrival and dismissal procedures.

Key Contacts	Phone
IPS Help Desk and Transportation	317-226-4000
IPS Police	317-226-4633

	Procedures
	● If your child's transportation is changing for the day (bus to car or car to bus), we request that you notify the homeroom teacher AND the main office with the change no later than 1:00 p.m. ● If your child is going home VIA CAR or WALKER with another child, the school must receive notification from both families. ● Your child cannot ride a bus home with another child, unless it is on your child's regularly assigned bus. ● If there is no note or phone call to inform us of a transportation change, we will expect and follow the usual mode of transportation for the child.
PERMANENT TRANSPORTATION CHANGES:	● If your address changes or you are adding a daycare stop, the change must be made through the IPS transportation office at 317-226-4000. Proof of the new address is required. ● Generally it takes at least 3-5 working days for bus stop changes to take effect. ● If you have a concern about your child's bus stop location and safety issues, call the IPS transportation office at 317-226-4000. *(The school cannot make transportation changes)*
WALKERS	● Parents are asked to instruct their children in safe habits, including crossing the street only at corners.
CAR RIDERS	● Parents/guardians remain in vehicle during arrival and dismissal ● Students exit/enter vehicles on curbside only
BIKERS	● Lock bikes in the designated area only. ● Cross streets only at corners ● We expect bikers to wear a helmet. If you need a helmet, contact the social worker.
DURING BEFORE & AFTER SCHOOL ACTIVITIES	● Park in a designated parking space and escort students to/from the building.

PHONE CALLS

PARENTS CALLING SCHOOL: Office staff will deliver all emergency calls and messages to students and teachers. Non-emergency calls will not be put through to classrooms during instructional time. School staff do not have voicemail.

STUDENTS CALLING HOME: Calls home will be for emergency purposes only or as directed by a staff member. Student calls are made only after receiving permission from the staff. Students are not permitted to use personal devices to call or text home unless under direct supervision of a staff member. *See Policies & Guidelines section of the handbook for information on personal technology devices.*

QUIET HOURS

Quiet Hours are intended to limit disruption to the school day and promote school safety. Quiet hours will be 10:30am-2:30pm. We encourage families to schedule doctor appointments first thing in the morning, the last part of the school day, or outside of school hours. Volunteer opportunities will remain the same and we want your continued involvement and support throughout the day! School safety will continue to be our number one priority. We appreciate your support and understanding.

VISITORS

Family members are important to our school community and are always welcome! CFI welcomes assistance in the classroom and observation of your child in the instructional setting. Visitors must sign in at the office upon entering the school. A Guest Pass will be issued to be worn during the school visit.

If you need to speak with a teacher regarding your child's progress, homework, behavior, etc., contact the teacher via email to make an appointment. The teacher will not be able to hold conversations/conferences during instructional time.

At our school, we deeply value the partnership between families and educators, and we welcome parent visitors who wish to engage with our learning community in a purposeful and intentional way. To maintain a focused learning environment and respect the privacy and confidentiality of all students, all classroom visits must have a clear academic or developmental purpose and be approved and scheduled in advance with the classroom teacher. While we limit formal classroom observations to minimize distractions, we enthusiastically encourage parent involvement throughout the broader school community. We offer a wide variety of structured volunteer opportunities—ranging from helping with school-wide events and assisting in the media center to participating in parent-teacher organizations—ensuring that every parent has a meaningful way to contribute to our school's vibrant culture. All visitors must have an approved background check on file.

SCHOOL SAFETY PLAN

Each school has a detailed safety/emergency plan in place developed in collaboration with the IPS Safety Office. Schools conduct safety drills including Fire, Lockdown, and Tornado drills during the year. In case of emergencies that would require an early dismissal or evacuation off-site, parents will be notified. For emergency purposes, it is imperative that parents keep their contact information up-to-date at all times with the school office.

MONEY AND NOTES

Any money (for lunch, field trips, book fair, etc.) and notes from home should be given to the child's classroom teacher at the beginning of the school day. Please send notes and/or money in a sealed envelope with the student's and teacher's names on the front and the purpose of the money. Please limit the amount of money sent to school with your child to the exact amount needed.

DELIVERIES & ITEM DROP OFF

Students are expected to come to school prepared with all items that they need for the day. If a student forgets an item and it is not a true emergency, we utilize this as a teachable moment and a parent delivery is not necessary. Examples might include a forgotten water bottle, computer, charger, lunch or project. Meal delivery services (ie, ClusterTruck, DoorDash, Jimmy Johns) to students are not allowed. We provide free breakfast and lunch to all students each day. Deliveries to classrooms interrupt student learning and compromise building security.

ITEMS FROM HOME

- Gaming devices, trading cards, toys, and candy are not permitted at school. Items will be confiscated and sent to the office and kept there until an adult family member picks-up the item. Unclaimed items will be discarded at the end of the year. A continued violation of these rules will result in disciplinary action.
- If your child's teacher allows particular items to be brought for sharing time or recess, the items should be labeled with your child's name.
- Students in grades K-2 are not allowed to bring purses. Students in grades 3- must keep their purses in their lockers or cubbies. Bringing purses is highly discouraged as a book bag should be sufficient for carrying personal needs.
- The school is not responsible for any loss or damage to items brought to school with or without permission.

SCHOOL LOCKERS AND STORAGE

Students are provided with a cubby to store their coat, book bag, lunch box, gym shoes, and extra school supplies. Students may not bring their own lock device. Locker privileges may be revoked if a student uses another student's locker, gives their combination to others, or displays/stores inappropriate items in the locker. Students who have the principal's permission to bring a cell phone to school will keep the device in their cubby area or locker. Locker use may be restricted due to health safety protocols.

FUNDRAISING

Throughout the year, the CFI schools, PTSAs, and student groups sponsor fundraisers to support school programming and to support causes around the world. If your family does not wish to participate in a fundraiser, you are invited to make a donation to the school or PTSA instead. Families are encouraged to take advantage of employer matching contribution programs that may be available through your employer to support programs at the school. Additionally, if you sign up to make contributions to the United Way through payroll deductions, you are able to designate that your contributions be directed to an individual CFI school. Contributions to CFI or CFI PTSAs are tax deductible and a receipt may be requested.

FIELD TRIPS/EDUCATIONAL FIELD EXPERIENCES

The students at CFI participate in field trips throughout the school year. Parents are asked to sign a blanket permission slip at the beginning of the school year and are notified through the classroom newsletter by the teacher in advance of each trip. Parents are sometimes asked to donate a suggested amount to our school field trip fund to offset entrance fees. No child will be denied participation because of an inability to contribute. Younger siblings and those not attending our school are not permitted to attend field trips.

EXTRA-CURRICULAR ACTIVITIES

CFI students are offered a variety of opportunities including before- and after-school clubs, scouts, and athletics. Information is sent home separately pertaining to these activities including participation guidelines, meeting dates, and fee amounts (if applicable). Activities vary year to year, depending on student interest. If you would like to facilitate an extra-curricular activity or coach at CFI, please contact the school office. You must have a volunteer application completed and approved before supervising students before or after school.

BIRTHDAYS

CFI celebrates birthdays each week during our school-wide community meeting, and each birthday child receives a pencil. We do not celebrate birthdays during the school day. Do not bring birthday treats to school. Birthdays are a family celebration to take place at home. Invitations to parties outside of school should not be passed out at school unless everyone in the class is invited to the party. Special gifts, such as balloons or flowers, should not be delivered to school. They will not be sent to the child's classroom because they are disruptive to instruction.

CLASSROOM CELEBRATIONS

Several times during the school year, classrooms may plan small whole-class celebrations (Project presentations, the end of the school year, etc.). Families are invited in at these times and are welcome to contribute to the festivities.

VOLUNTEERING AT CFI

CFI staff and the PTSA welcome volunteers! Any adult working with students, during school time or after school, must have an Application to Provide Volunteer Services Form on file. Visit:the IPS website to complete the volunteers form online. Criminal History Background checks are required annually of all volunteers. Please be aware that it may take up to two weeks for your volunteer application and background check to be processed. These policies are in place to guarantee the safety of your children.

LOST BOOKS/BROKEN TECHNOLOGY

Textbooks, library books, and student technology devices are furnished to students on a loan basis. Parents/guardians will be assessed a fee for lost or damaged books and technology.

LOST AND FOUND

Lost items are placed in a designated area in each building. Unclaimed items are donated to a charity at the end of each semester. Families are strongly encouraged to label coats, lunch boxes, book bags, and water bottles for speedy return of lost items to the owner.

SCHOOL PICTURES AND YEARBOOKS

Professional school pictures are taken in the fall and spring by an outside vendor. Ordering information is sent home a few weeks prior to Picture Day. All students will have a picture taken in the fall, which will become their yearbook photo. Spring pictures are out of uniform and optional. A school yearbook is available in the spring.

WITHDRAWAL OF STUDENTS

If your family decides to withdraw from the Center for Inquiry, please email your school's administrative associate. We require withdrawal notification in writing. Contact your child's school for additional information and the implications a move may have on district-provided transportation services.

MEDIA COVERAGE

Reporters from the local media outlets often come to the Center for Inquiry for stories, file footage, etc. They photograph students involved in school activities. They also may request to interview students. If for any reason you do not want your child photographed, filmed, or interviewed, please be sure to indicate this on your child's permission form. If we do not hear from you, we will assume that you do not object to your child being interviewed and/or photographed for publication in a newspaper or radio/television broadcast.

RESPONDING TO STUDENT BEHAVIORS

IB LEARNER PROFILE: CFI staff support students in assuming responsibility for their behavior by encouraging them to make appropriate and constructive choices. Students learn to make decisions in the areas of social behavior, curricular inquiry, time management, and work habits. We strive for students to attain the attributes of an internationally-minded person as outlined by IB.

PROACTIVE APPROACH: We take a proactive approach to teaching expected behaviors in our school community. The Responsive Classroom (RC) model is a nationally-recognized teaching method "based on the premise that children learn best when they have both academic and social-emotional skills." Through work with RC resources, CFI staff are committed to building our capacity and cultivating shared language to create student-centered learning environments and cohesive school communities utilizing Responsive Classroom protocols such as morning meeting, energizers, logical consequences, positive teacher language, and closing circles.

All behavior is communication. When a student behaves in an unexpected way that disrupts the learning environment, we seek first to understand and then to address the situation through reflection, restitution, and natural consequences. Our responses include, but are not limited to:

- Guided reflection
- Contracting
- Targeted instruction

- Counseling
- Restorative Justice Circles
- Restitution
- Parent phone call
- Parent conferences/shadowing
- Temporary time out
- Alternative schedule
- Individualized behavior plan
- Detention
- Time out
- In-school suspension
- Restriction of privileges
- Administrative conference

IPS DISCIPLINE PROCEDURES: The IPS School Code of Conduct can be found on the IPS website and is linked here. The guiding principles are to be safe, respectful, and responsible. IPS requires teachers and principals to document behavior incidents and consequences electronically. Consequences for major offenses may include suspension with a parent re-entry conference, and/or referral to the IPS district adjudicator for assignment to an alternative placement.
Disruptive, defiant, disrespectful, and aggressive behaviors will not be tolerated at school (during the school day or at after school and evening events), on the bus, or at the bus stop.

SECTION 2:
Academics

CHOICE PROGRAM

IPS Choice programs are defined by a specialized curriculum, innovative themes, and unique teaching techniques. The Center for Inquiry is a program that embraces holistic inquiry-based teaching, using the International Baccalaureate PYP as our instructional framework.

INTERNATIONAL BACCALAUREATE PROGRAMS



Primary Years Programme

The Primary Years Program is an inquiry- based approach to teaching and learning.

It is designed to meet the needs of all children in kindergarten through fifth grade. The program focuses on the total development of the child, addressing social, physical, emotional, and cultural needs in addition to academics.

The goal of the PYP is to develop an international person who recognizes and appreciates all cultures including their own and is equipped to act as a global citizen. Toward this goal, all students are engaged in social action projects. In developing our global communication skills, all students study a second language (Spanish and/or Mandarin).

Fifth grade students complete an Exhibition Project to complete the IB Primary Years Program. A mandatory parent meeting is held each year to outline the expectations of the project.

INQUIRY

The Center for Inquiry offers an inquiry-based approach to learning. Students investigate teacher and student-posed questions around big ideas. This process of generating questions leads to exploration, investigation, and more questions. Students utilize multiple resources to explore these ideas and share their new learning with others through presentations of their individual and group projects. PYP (K-5) teachers guide inquiry through six themes throughout the year. Teachers use global contexts as the lens to consider factual, conceptual, and debatable questions in each unit.

THE PRIMARY YEARS PROGRAMME TRANSDISCIPLINARY THEMES

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
An inquiry into...	**An inquiry into...**	**An inquiry into...**	**An inquiry into...**	**An inquiry into...**	**An inquiry into...**
• the nature of the self; • beliefs and values; • personal, physical, mental, social, and spiritual health; • human relationships including families, friends, communities and cultures; • rights and responsibilities; • what it means to be human.	• orientation in place and time; • personal histories; • homes and journeys; • the discoveries, explorations and migrations of humankind; • the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	• the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; • the ways in which we reflect on, extend and enjoy our creativity; • our appreciation of the aesthetic.	• the natural world and its laws; • the interaction between the natural world (physical and biological) and human societies; • how humans use their understanding of scientific principles; • the impact of scientific and technological advances on society and on the environment.	• the interconnectedness of human-made systems and communities; • the structure and function of organizations; • societal decision-making; • economic activities and their impact on humankind and the environment.	• rights and responsibilities in the struggle to share finite resources with other people and with other living things; • communities and of the relationships within and between them; • equal access to equal opportunities; • peace and conflict resolution.

IB LEARNER PROFILE

CFI staff support students in assuming responsibility for their learning and their behavior by encouraging them to make appropriate and constructive choices. Students learn to make decisions in the areas of social behavior, curricular inquiry, time management, and work habits. We strive for students to attain the attributes of an internationally-minded person as outlined by the International Baccalaureate Organization



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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ASSESSMENTS

CFI students, teachers, and families value multiple ways of showing and sharing the knowledge and ideas gleaned from our learning. Choice is as important in assessment as it is in learning. Authentic assessment* and reporting practices not only measure and report learning, but also promote learning.
*See the CFI Assessment Policy in the Policy section of the handbook



Assessment Key:

N = Student is NOT meeting grade level standards and expectations and/or may receive modified curriculum.

R = Student is on target and meeting most grade level standards and expectations without curriculum modification.

E = Student is EXCEEDING grade level standards and expectations and/or may receive accelerated instruction.

STUDENT REPORT CARDS

Report cards are issued four times per year and can be accessed through Toddle. Report cards are criterion and standards-based and align with our IB curriculum. Information about the format of report cards is shared by teachers and IB coordinators. Mid-term reports are posted on Toddle mid-way through each grading period.

PORTFOLIOS AND PARENT CONFERENCES

All students maintain electronic portfolios through Toddle. Portfolios are fundamental tools for CFI students - promoting self-reflection, metacognition, and assessment for learning. Parent conferences are held in the fall and the spring. Conference attendance is expected.

HOMEWORK

We value and recognize the importance of students having time for family activities, engagement in extracurricular activities, and independent reading. The research around homework is that, to be effective, it should support educational goals, take into account students' abilities and needs, and strengthen the school-home link. When homework is assigned, it is expected that the expectations are clearly communicated to students for each assignment, that it is developmentally appropriate (not busy work), and that prompt feedback is provided to students. CFI teachers share their grade level/subject area homework guidelines with parents during our back to school night and through Toddle posts.
Parents are encouraged to support their child by providing the appropriate materials, time and space to complete assigned homework. Parents are also encouraged to contact their child's teacher if there are questions surrounding the level of work and amount of time for homework completion. See our *Homework Guidelines* in Section 4: Policies & Guidelines.

STUDENT PROMOTION AND RETENTION

The IPS School Board Policy is followed. The principal sends a letter home at the end of the first semester if a child is being considered for retention and an action plan is developed with teacher and parent input. A second letter is sent home in May with the retention decision. According to IPS policy, the principal has final say in retention decisions for general education students.

SOCIAL AND ENVIRONMENTAL ACTION PROJECTS

CFI works to be a positive influence in our local and global communities. During the school year, students initiate and take part in many social and environmental action projects to help those around us. The students organize social action projects that may be individual, classroom, or school-wide

PARTNERSHIPS

CFI schools value partnerships with area universities, as well as local agencies and businesses. These partnerships offer support to the academic, social/emotional, and physical development of our students.

DISCOVERY DAY

Discovery Day sessions are held during the school day intermittently throughout the school year for students in grades Prek-5. Students choose a focus of interest and work with a multi-age group to explore this area (sewing, cooking, chess, etc.). Sessions are led by teachers, community members, and parents sharing their expertise and hobbies with students. If you are interested in sharing a talent or interest of your own by leading a Discovery Day session, please contact the school office. This is a great way to volunteer!

SECTION 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon one's disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Please contact your school's social worker for questions about 504 plans.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MTSS is a group of CFI teachers who come together to develop a plan of action to help students be more successful at school. It is our belief that teachers and parents who work together help build a positive approach to student success. When a student is selected for intervention support through MTSS, the team meets to discuss strategies that will assist with the child's progress in the classroom. These ideas and strategies are built on the strengths and interests unique to each child. The team creates a plan of action that will support the child's needs and monitor their progress.

DYSLEXIA SCREENING

Indiana Dyslexia Law (Indiana Code 20-35.5) addresses Dyslexia and adds a number of new requirements for both the Indiana Department of Education and schools. Kindergarten, 1st and 2nd graders are screened annually for characteristics of dyslexia. Students at risk are then provided with weekly interventions.

CLEVER

IPS uses a single-sign on site called Clever. The sight for Clever is: https://clever.com/in/myips. Students can access apps they will be using in class through this site, including Dreambox, Lexia, and Toddle. We will use Dreambox Math for supplemental math instruction and Lexia Core 5 for supplemental reading instruction.

SECTION 3: POLICIES & GUIDELINES

IPS UNIFORM DRESS CODE

The Indianapolis Public Schools Dress Code Policy has been updated for the 2024-25 school year. The revised policy can now be viewed in full on the district website at www.myips.org. Please take a moment to review the dress code expectations, as they provide guidance to help maintain a positive and inclusive learning environment for all students. Information is also laid out below.

Indianapolis Public Schools is a district committed to racial equity in both mindset and action. As such, students and their parents/guardians hold the primary responsibility in determining a student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student. The Core Values are below:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their own personal distractions; and
- Students should not face unnecessary barriers to school or classroom attendance.

Students Must Wear	• Top (shirts with sleeves that cover the midriff, blouse, sweater, sweatshirt, hoodies, etc.); • Bottom (pants, shorts, skirt, dress, etc. must be free of tears or holes and should be fingertip length) • Footwear (closed toe shoes only)
Students May Wear	• Head coverings for religious purposes (exceptions are bonnets, durags, hats inside the building, wave caps, and similar items)

Restrictions Students may not wear clothing, jewelry, or personal items that:	● Are pornographic, contain threats, or that promote illegal or violent conduct such as the use of weapons, drugs, alcohol, tobacco, or drug paraphernalia; ● Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups; ● Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material; ensure that all undergarments are hidden from view. ● Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or ● Demonstrate gang association/affiliation.

Enforcement: Principals are required to ensure that all staff are aware of and understand the guidelines of this policy. Staff will use reasonable efforts to avoid dress-coding students in front of other students. Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy **unless** the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be suspended from school or be referred to as "a distraction" due to their appearance or attire. Typical consequences for a violation of this policy include:

- Dress code violations are not Out of School Suspension offenses
- 1st offense: parent/guardian contact and the directive to cover, change, or remove the non-complying attire
- 2nd offense: parent phone call and directive to change
- 3rd offense: required parent/student restorative conference
- The Principal or their designee should notify a student's parent/guardian of the school's response to violations of the student dress policy

The Superintendent or her designee is authorized to develop procedures in order to implement this policy as needed, including training for administration and staff. School staff will receive training on the equitable enforcement of the dress code, ensuring consistency and respect for student diversity.

ATHLETIC PARTICIPATION GUIDELINES

Revised 2017

Extra-curricular activities, including athletics, allow for the development of social and physical skills and can significantly enhance a student's educational experience. Participation in athletics is a privilege that we wish to extend to as many CFI students as possible. A strong athletic program calls for responsibility from all parties involved. The following guidelines reflect CFI's commitment to excellence.

<u>The student athlete must:</u>

1. Meet or exceed expectations regarding effort in class(es), as is evident by completing classroom work and homework.
2. Attend school and arrive on time each day. Athletes must maintain an attendance rate of at least 90% during the semester immediately preceding the season and during the season. Athletes who are absent on the day of a game or practice may not participate on that day; also, students must be present in school on Friday to be allowed to participate in a Saturday event unless they have an excused absence.
3. Demonstrate dedication to the team by participating in all practices and games. If the athlete is going to miss a game or practice, they must present a note from their parent/guardian, addressed to the coach, explaining the reason for absence. Unexcused absences from practices or games may cause a student to miss playing time in the next scheduled game.
4. Review information about concussions and sign the required concussion acknowledgement form.
5. Turn in uniform items to the coach at the end of each game. Uniforms and equipment are the property of the school and must be kept in good condition. If uniforms or equipment are damaged, the athlete's family may be asked to pay for the cost to fix or replace the item(s).
6. Maintain good standing in citizenship in all school settings. Appropriate behavior is expected of CFI athletes both in and out of school. Any actions and attitudes that are detrimental to team morale or unity will not be tolerated. Violations may result in suspension or dismissal from the team. CFI students are expected to be courteous, friendly, and positive in actions, attitudes, and communication. Cheers or comments made to opponents and your own teammates must be positive in nature. Booing, negative comments, and disrespectful gestures do not reflect our values and are not acceptable. Athletes must practice principles of good sportsmanship toward teammates, opponents, coaches, fans, and referees – before, during and after practices and games and in verbal, written, or electronic communication.

<u>The parent/guardian of the athlete must:</u>

1. Provide transportation home from practices and games – picking up the student athlete **on time** from all events. More than one late pick-up is cause for removing a student from the athletic program.
2. Provide transportation to Saturday games, tournaments, and practices.
3. Agree not to leave siblings at school with the student athlete unless arrangements have been made for their care in our after-school program.
4. Ensure that additional fees are paid and/or additional uniform items (i.e. appropriate shoes, baseball caps, etc.) are purchased. Families for whom this could present a hardship should contact the coach and/or principal.
5. Review information about concussions and sign the required concussion acknowledgement form.

7.Model good sportsmanship toward athletes, opponents, coaches, referees, and fellow fans at all times. Poor sportsmanship may result in a parent being excluded from attending events.

Athletic Participation Guidelines, continued

The coach(es) must:

1. Communicate with parents, athletes, and the principal in a timely fashion. Changes to the practice and game schedules will be sent home in writing at least a week in advance of the change. Changes or cancellations due to unforeseen circumstances or weather must be communicated with parents via phone or email until confirmation of receipt is received.
2. Supervise the athletes at all times before and during practices and games and afterwards until athletes are released to their parent or guardian.
3. Maintain a binder with athletes' emergency information, permission slips, and a roster to document participants and to whom students are released after each practice and game.
4. Hold a call-out meeting with interested athletes and families to share detailed information (verbally and in writing) regarding the expectations for participation, schedules, uniforms, etc.
5. Adhere to a "no cut" policy; students who are eligible for the sport and demonstrate a commitment to the team will be invited to participate. If athlete interest is greater than the number of slots available for a reasonable team size, attempts will be made to create multiple teams and/or offer a clinic for younger students and/or create a rotation of students (for example, a pep squad and a cheer squad may rotate between cheering on the floor and cheering from the stands) and/or upperclassman athletes will be assigned to the roster first, and then younger students will be assigned by full grade level as space permits.
6. Ensure that each athlete who has demonstrated dedication in practices receives the equivalent of at least one quarter of playing time during regularly scheduled games (note: minutes do not have to be consecutive). Coaches reserve the right to alter playing time during tournament play based on effort and performance.
7. Serve as a role model for the athletes, maintaining self-control, demonstrating excellent communication skills, and practicing good sportsmanship at all times.

The teacher(s) will:

1. Notify the parent and principal by phone or written note if a student is not following CFI school or classroom behavior guidelines, is missing homework, or has incomplete class work.

The school administrator and/or designee will:

1. Provide for bus transportation **to** away games scheduled during the school week.
2. Provide athletes with uniforms for use at games.
3. Collaborate with the district to arrange for referees at home games.
4. Provide that all students who have maintained eligibility are included in the athletic program for their age group.
5. Facilitate communication between coaches, parents, teachers, and students. Any disputes or concerns should be brought to the principal's attention for resolution.
6 If necessary, inform the parent and alert the coach that a student is receiving a warning regarding eligibility in athletics. If the student does not correct the problem or the problem reoccurs, the student will be deemed ineligible for participation in the athletic program. Once a student has been deemed ineligible, they may not be reinstated during the current season.
7 Ensure that all coaches have received IPS approval for coaching and working with student athletes.
8. Ensure that all parties adhere to the guidelines listed in this document and school board policies.

Assessment Policy

CFI Schools – Updated May 2021

Underlying Principles and Philosophies

- CFI students, teachers, and families value multiple ways of showing and sharing the knowledge and ideas gleaned from our learning. Choice is as important in assessment as it is in learning. Authentic assessment* and reporting practices not only measure and report learning, but also promote learning.
- Subject-area disciplinary knowledge supports transdisciplinary learning. Therefore ongoing assessment of disciplinary knowledge is a useful and necessary element of transdisciplinary teaching and learning.
- Students at all levels should be active participants in the assessment of their work, their new understandings, and their process of learning, therefore promoting self and peer reflection.
- Authentic student performance tasks help learners see a reason for an application of their new learning. Within reason and given the appropriate context, teachers should **always** aim to provide authentic student performance tasks as the ultimate demonstration of learning within IB units.
- Equitable teaching and learning includes equitable assessment and incorporates student voice, choice, interests, and perspectives.

* *Authentic student assessment is defined as:*
A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. -- Jon Mueller, Authentic Assessment Toolbox

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins

Monitoring Learning

CFI teachers monitor learning in order to check progress against personal learning goals and success criteria. Monitoring of learning is ongoing, daily, and interactive.

Teachers monitor learning constantly in the classroom, providing feedback to students on process, progress, and performance. Students also monitor their own learning in order to determine their own next steps and strengthen their assessment capability. Monitoring learning can include a variety of tools and strategies, including but not limited to:

- Observations
- Group work and problem solving
- Informal checks for understanding
- Warm-ups and exit tickets
- Performance tasks
- Student interviews
- Student reflections and self-assessments
- Checklists
- Inventories
- Process journals
- Learning continuums with developmental stages of learning noted

Documenting Learning

Learning is documented by compiling physical or digital evidence of learning. This evidence is displayed and/or recorded and is shared with others in order to make learning visible and apparent.

Learning documentation can include a variety of tools and strategies, including but not limited to:

- Observations with anecdotal notes
- Student and peer reflections and assessments
- Warm-ups and exit tickets
- Performance tasks
- Student interviews
- Writing tasks and journal entries
- Student questions and wonderings
- Checklists
- Inventories
- Rubrics
- Portfolios
- Pre-assessments
- Traditional formative and summative assessments such as quizzes or tests
- Continuums with developmental stages of learning noted
- Formal standardized assessments, including NWEA, DIBELS, ILEARN Checkpoints, and ILEARN
- 5th Grade: Exhibition process and formal presentation

Teachers display documented learning within the classroom as well as on the walls outside. When displayed publicly, documented learning should include the unit, learning goals/standards, and a brief description of the learning task. Public documentation should be updated regularly to reflect ongoing learning in the classroom; it may include incomplete tasks, evidence of process over final product, and a variety of achievement levels.

Documentation of learning is reviewed and reflected upon in grade level teams and PLCs in order to ensure alignment to programme goals and improve the effectiveness of instruction and curriculum design. Reflections are noted in unit planners for subsequent years to inform instructional planning. Finally, learning is documented in order to examine individual, schoolwide, and subgroup data to ensure that equitable teaching, learning, and assessment practices are utilized.

Measuring Learning

CFI teachers measure learning in order to capture what has been learned at a specific point in time. The various tools for measuring learning provide data to support a larger picture of student achievement, progress, and learning.

CFI educators understand and utilize multiple forms of data to individually assess and support achievement and growth.

Assessments that are required by the district, state, and local governing bodies include:

- NWEA MAP testing at the beginning, middle, and end of the school year for K-5
- ILEARN Checkpoints at the beginning, middle, and end of the school year for 3-5
- Acadience testing in grades K-2, and associated Dyslexia screener
- WIDA testing for ELL students
- ILEARN state testing in grades 3-5

- High ability testing (open to all students that are recommended by teachers and/or parents)

Additional tools for measuring student learning may include:
- Continuums with developmental stages of learning noted
- Running Records
- Classroom-level assessment tools noted above

Within classroom instruction, teachers and students cocreate assessment experiences that:
- Assess content area knowledge and skills
- Situate learning in context within Transdisciplinary Themes (PYP)
- Allow students to demonstrate their understanding of key and related concepts and the Central Idea (PYP)
- Require the use of Approaches to Learning Skills to synthesize and apply knowledge and skills across content and contexts
- Formatively assess progress toward the knowledge and skills required to demonstrate mastery on summative assessments
- Assess student knowledge prior to instruction gives the teacher insight needed to focus instruction on students' needs and to make connections to students' interests
- Guide future development and direction of curriculum and improve teaching and learning processes
- Give students choice and voice in the manner in which they demonstrate their learning
- Provide students with scoring criteria along with multiple models that demonstrate varying levels of work to support student understanding of expectations for high quality work
- Allow students to self-assess their demonstration of the Learner Profile attributes

Reporting Learning

CFI teachers report on learning to inform the learner, their family, and the learning community about areas of strength and growth; to describe progress and achievement; and to evaluate the efficacy of the programme.

CFI teachers report on learning in a variety of ways, including:
- Scores and feedback on individual student assignments
- Student-teacher conferences during class time
- Midterm and Progress Reports
- Individual score reports from standardized testing such as K- 5 NWEA MAP testing and Dibels
- Individual score reports from standardized testing such as 3 - 5 ILEARN Checkpoints
- School-wide reports on learning such as state-mandated ILEARN testing

Regular Reporting of Progress

In accordance with district expectations, PYP teachers record and report at least three assignment scores per week on Toddle. Teachers provide students with regular feedback on their learning to inform progress and allow them to make choices to direct their learning moving forward. Formative assessments should give students feedback on their progress toward their mastery of knowledge and skills required by the unit summative assessment(s).

Midterm Reports

Midterm reports are issued halfway through each quarter and serve as official documentation of student progress to that point. PYP teachers indicate whether students are reaching or not reaching grade level expectations. Any student not meeting grade level expectations receives an explanatory comment. This should not be the first point of contact with families regarding student progress if students are not meeting expectations. Specific concerns or notes about effort, behavior, and work ethic are addressed in comments in relation to the

appropriate Approaches to Learning Skill(s).

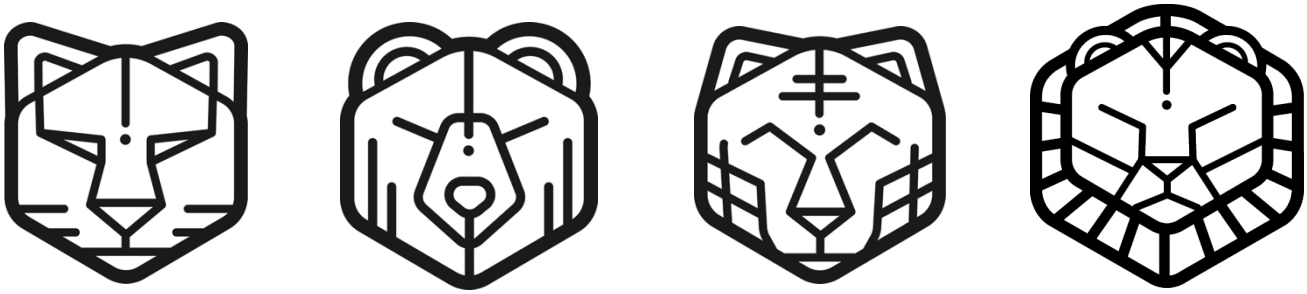
Progress Reports
Progress reports are issued at the end of each quarter and serve as official documentation of student learning for the entire quarter.

- Students are assessed against predetermined content-area learning outcomes aligned to each Unit of Inquiry taught during that quarter as well as Approaches To Learning Skills.
- Learning outcomes are written as skill statements.
- Students are assigned a score of N (not reaching grade level standards), R (reaching grade level standards), or E (exceeding grade level standards), where E is determined by teachers to mean exceeding grade level standards, i.e. going above and beyond expectations of grade level learning. When possible, summative assessment tools such as rubrics indicate clearly to students how "Reaching" and "Exceeding" are determined.
- Learning outcomes are accompanied by a narrative explanation of the student's learning progress.
- Specific concerns or notes about effort, behavior, and work ethic are addressed in comments in relation to the appropriate Approaches to Learning Skill(s).

Parent-In-Touch Day and Student-Led Portfolios
All CFI schools hold parent-teacher conferences in the fall semester during Parent-in-Touch Day so students and families can have individual conversations with teachers about that child's progress. In the spring semester, CFI schools host student-led portfolios during which students share with their families evidence of their learning throughout the school year.

Academic Integrity Policy

CFI Schools – *updated July 2024*



Purpose and Rationale - As a principled learning community, we agree to:

- *Recognize the intellectual property of others.*
- *Acknowledge the sources of information we use.*
- *Cite direct and paraphrased quotes and ideas.*
- *Speak and write what is truthful.*
- *Produce our own authentic work.*
- *Take principled action by showing integrity, respect and honesty toward others.*
- *Construct your own understanding.*
- *Contribute to growing the body of knowledge.*

Students agree to:

- Give credit to the source of information, including words, images, music or ideas of another person.
- Appreciate academic challenges and work to learn.
- Refrain from sharing answers or copying assignments.
- Help and encourage others to be honest.
- Do their share of the work with integrity when collaborating.
- Ask for clarification, if needed, when citing or using the intellectual property of others and take responsibility for their actions.
- Evaluate sources for authenticity and reliability.

Families agree to:

- Support students in making principled choices when completing their own work as part of the learning process.
- Be aware of the school's academic honesty policy and consequences of academic dishonesty.
- Support students as they learn to balance time and responsibilities so they may be less likely to be academically dishonest.

Teachers agree to:

- Promote development of academic honesty in all students through the attributes of the IB Learner Profile, with special acknowledgement to students as inquirers, thinkers and being principled.
- Present equal access to opportunities and participation within the classroom.
- Promote development of academic honesty in all students through the development of Approaches to Learning skills throughout each programme.
- Follow ethical teaching practices.
- Teach students how to complete work with integrity.
- Support students with specific instruction on how to acknowledge and evaluate sources.
- Create complex learning tasks that are authentic, meaningful, dynamic and foster original thought.
- Provide students opportunities to develop knowledge, skills and understanding of concepts.
- Create opportunities for students to take principled action throughout their learning.
- Discuss the meaning and consequences of academic dishonesty.

Coordinators and administrators agree to:

- Provide clear communication of policy to students, staff and families.
- Ensure policy is published and accessible to all stakeholders.
- Promote a school culture of principled learners.
- Handle misconduct with fairness and respect.

The coordinator and administrators of Center for Inquiry additionally share with staff, families and students that "Academic honesty is part of being 'principled', a learner profile attribute where learners strive to 'act with integrity and honesty' as we question, inquire and act (IB learner profile in review: Report and recommendation (April 2013), page 21)."

Terms and Definitions of Academic Honesty in an IB World School:

- **Academic Honesty** – The principled process of obtaining, understanding, and presenting information
- **Cheating** – Gaining an unfair advantage, such as by copying work or answers
- **Collusion vs. Collaboration** – Allowing any part of one's work to be copied or submitted by another student for assessment by a teacher is unacceptable collusion. This is different from legitimate collaboration, which is when two or more students are working on a teacher assigned group assignment/project or when one student is helping another to understand what has to be done and /or how to go about doing an assignment (but not doing it for them).
- **Fabrication** – Lying, creating a false citation, misleading the audience, making up information, falsifying service hours or experiences
- **Forgery** – Signing someone else's signature or taking credit for someone else's work
- **Intellectual Property** – The creation of one's mind, including invitations, literacy works, designs, symbols, or images
- **Plagiarism** – Using someone else's words, images or ideas as your own

Citing and Referencing:

Citing sources prevents plagiarism. Citing and referencing work gives credit to the original authors and demonstrates scholarly responsibility.

Examples of Academic Misconduct:

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website without a citation.
- Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear.
- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.
- Falsifying records
- Sharing passwords, using unauthorized material
- Disclosing information about assessments
- Altering grades
- Impersonating person
- Inappropriate-conduct during testing times
- Phony citation
- Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc.) that you have derived your work from.

Consequences of dishonesty could include:

- Loss of credit for the assignment
- Resubmission of work
- Conferences with parents, staff, and school administration
- Academic probation

A student suspected of academic dishonesty has the right to:

- Time to counsel with teacher
- Be heard
- Negotiate a resubmission of work with agreed upon deadline

Language Policy

CFI Schools – updated May 2021

Philosophy

At the Center for Inquiry, we believe language is acquired and mastered through holistic practices that reflect the transdisciplinary nature of language. We value all languages and encourage the development of all forms of communication in our effort to promote the international mindedness of the students and adults in the school community.

CFI community members believe that languages should be valued, shared, taught and learned through literature and authentic experiences with varied languages and nonverbal communication forms. Teachers support the development of listening, speaking, reading, writing, presenting and viewing language across the curriculum.

Our belief is that we need to foster robust communication and literacy skills in children as they become confident communicators. We strive to:

- develop effective speakers and writers who are able to clearly communicate their thoughts and ideas and understand the thoughts of others.
- develop communicators who recognize their audience and use appropriate “voice” to appeal to their audience.
- develop communicators who are able to use different mediums and languages to voice their thoughts and ideas.
- articulate that all teachers are language teachers.
- offer language instruction throughout the curriculum in all subject areas and, to value the language of each subject group.
- exemplify how language is one element of culture that can help us understand and connect with others.

Language Acquisition Instruction

In Language Acquisition, students are introduced to the language and the cultural aspects of each language offered at CFI: English, Mandarin and Spanish. Learning the culture is valued equally with learning the language. Students are empowered to develop both their first language as well as additional languages, and to understand the many forms of non-verbal communication.

The structure of instruction for both - Chinese and Spanish begins in kindergarten. In addition, teachers will provide authentic opportunities, such as field trips, guest speakers, activities and translation, to use the languages.

Teachers encourage use of vocabulary in both English and in the language of Language Acquisition classes. Classrooms include multilingual signage, books and classroom resources. Students have opportunities, in all of their classes, to study various cultures through research projects, international fairs and multiple learning activities.

Mother Tongue Support

Families complete a survey when they apply to the district so we are aware of all mother tongues spoken in our school community. We honor these languages, including English, by encouraging students to share in their mother tongue, celebrating the special days of those cultures, respecting the cultural norms, and gathering

resources and materials in these languages. The school, both internally and with district support, will continue to work with families whose mother tongue is not English to provide the best form of communication.

Our International/Global event is one example of how we use celebration to learn about the cultures represented in our school community. Students and families will be encouraged to research and share their family histories and cultures. The yearly family event includes literature, art, music, movement and games from many cultures.

Support for All Language Learners

Language instruction is vital for all students. Teachers and staff act as advocates for all learners and support students in language throughout the curriculum. Through Indianapolis Public Schools, an EL teacher (English Learner), provides additional support to our students. The EL teacher provides direct interventions to meet students' academic needs based on WIDA scores (a formative assessment provided by the state for all language learners), collaboration with the homeroom teacher, ICan Statements (differentiation for all language learners), and standards. Each student's plan is reviewed and assessed yearly.

Support and resources will be provided to students who qualify for assistance with English as a new language. Special education inclusion teachers will support learners with special needs.

Additionally, we offer:

- a variety of take-home resources from a variety of media services.
- developed classroom libraries that reflect our students in characters, authors, and topics.
- a dedicated coach to support both staff and students in literacy strategy implementation.
- a variety of online/digital resources to support language development.
- key support staff which include an English Learner specialist and a media specialist.

Professional Development for Teachers and Staff

Professional development for teachers and staff is an integral part of language learning. Staff members attend conferences and workshops, including appropriate IB workshops, to increase their knowledge of language development. At faculty meetings expert teachers share their practice in modeling sessions. We encourage and support teachers to utilize peer coaching and observation. Membership in professional organizations is encouraged and supported. Reading materials, that reflect our beliefs, will be purchased for our professional library which is available to both staff and parents.

Teachers and staff work to understand the cultures of our students and the cultures of the world around us. CFI is committed to securing partnerships with outside organizations like: International Center for Indianapolis, Global Indiana, Confucius Institute, local universities, and with the Indiana Department of Education International Education Department as a means to increase our cultural understanding.

Resources

The entire CFI Community acts as the Selection Committee for school resources and is invited and encouraged to recommend materials to the CFI Media Specialist for purchase. The CFI Media Specialist annually submits a materials order to IPS Instructional Media. This budget is a formula based on the number of enrolled students multiplied by an amount set forth by Indiana State law.

CFI also relies upon the generous donations of teachers, staff, parents, and community friends and partners to enhance the media collection. It should be noted, however, that gifts of materials are judged by basic selection standards (see IPS Policy on Selection and Acquisition of Instructional Materials adopted 9/26/2006), and are accepted or rejected by these standards.

CFI firmly believes that every child should be able to see his or his face within the pages of a book. We strive to create a media collection that represents a broad range of backgrounds, lifestyles, and points of view. Books not written in the English language are shelved separately within the media center for ease of access. Media displays help build excitement and understanding of concepts being explored throughout the curriculum.

Beyond our own Media Center (HUB), Indianapolis Public Schools provides a wide and impressive variety of shared print and electronic resources to students, teachers, staff, and parents within the district in conjunction with Indianapolis Public Library.

Additionally, we recognize the multiple resources available in our urban center, like cultural museums and events, and take full advantage of the resources that are readily available.

Access and Inclusion Policy

CFI Schools – updated May 2021

"It is not difference, but the difference we make of it that matters." (Minow 1990)

The mission of Center for Inquiry is to foster all children as life-long learners. All learners are valued and respected as members of our community. Prior knowledge is assessed and differentiation is purposeful. We believe in preparing the whole child, cognitively, socially, emotionally, and physically. **As members of the International Baccalaureate (IB) community, teachers and students at CFI celebrate the diversity and differences within our school that contribute to an enriched learning experience.** General education teachers, special education teachers, high ability coordinators, and English Learner teachers work collaboratively to identify each learner's style, scaffold their learning, assure appropriate accommodations, and differentiate instruction and assessment so that each child may reach their full potential. Teachers see themselves as facilitators who remove barriers to learning and who provide equitable access to the curriculum in an inclusionary model.

PRINCIPLES

Principles underlying the policy

- We acknowledge current state and national legislation and recognize that a percentage of our children may have special needs related to their academic progress, emotional and/or behavioral needs, sensory processing, physical abilities, and life skills development.

- All students with special needs (SN) including students with Individual Education Plans (IEPs), 504s, Individualized Learning Programs (ILPs), and those identified as high ability should have their needs met across all content areas. This is the responsibility of all educators in the context of the International Baccalaureate Program framework.

- Children with SN should be offered full access to a broad, balanced, and relevant education including appropriate curriculum aligned with the Primary Years Program (PYP)prescribed minimums and state and national standards.

- Students with SN should be taught self-advocacy skills. Their voices should be encouraged and their opinions taken into consideration in the planning and execution of their instructional program.

- The families of students with SN play a vital role in supporting their children. Families should be communicated with and informed of their child's progress towards the IB program expectations on a regular basis.

AIMS

Our school aims to ensure the following:

- All children with SN are encouraged, valued, accepted, and fully included in the International Baccalaureate PYP regardless of their ability or behavior.

- All students with SN are held accountable to high expectations and academic rigor aligned with the student's IEP, ILP, 504, or other identified plan.

- Every teacher is an effective teacher of children with special needs. Teachers of record and additional specialists serve as SN resources, consultants, co-teachers and collaborative partners with the classroom teacher. Every teacher is responsible for implementing individual accommodations and modifications

according to their student's plan.

- Students learn to self-advocate in order to optimize the resources and supports they need to be successful in school and in their community.

SCHOOL ASSESSMENTS

- All students will be assessed through formative and summative assessments. This should include multiple means of assessment, including group projects, investigations, written compositions, and/or tests. Appropriate accommodations and/or modifications will be implemented for students with special needs, per their individualized plan.

- Students with SN are assessed through the same state and district standardized tests as their peers without SN with appropriate accommodations when needed. Additional formative assessments may be used.

- Specific district and/or state identification tools are used to qualify students, or re-evaluate students as special education, English Learners (EL), high ability, or a student who is eligible for a 504. The need for evaluation or re-evaluation will be made by a multi-disciplinary team and the assessment(s) conducted by appropriate personnel.

SUPPORT MECHANISMS

- Specialist teachers teach or consult with core content teachers in the general education environment in order to assist with differentiated instruction, provide additional direct instruction**,** implement modifications and accommodation, and collaborate on implementation of instructional strategies to meet student needs and provide appropriate challenges.

- In order to provide full access to an IB education, paraprofessionals support the general education and special education teachers as appropriate for the SN students.

- Appropriate PYP training is provided for all SN teachers.

- In order to help students with SN maximize participation in an inclusive environment, additional supports and/or enhancements with projects, tests and behavioral needs are provided.

DOCUMENTATION

- Each student with SN has an IEP, ILP, 504 or other identified plan that is revised at least once per calendar year. The SN and general education teachers participate in this conference.

- Special needs information is confidential and provided to school staff as needed. Individual accommodations and modifications of a student's individual plan are shared with general education classroom teachers, specialist teachers, related arts teachers and paraprofessionals at the beginning of each quarter.

- PYP and MYP assessment results are reported to students and parents at the end of each quarter. Progress reports include individualized plans and accommodations with quarterly progress reports.

- Additional communication occurs throughout the school year, including annual individualized meetings, school-wide family conferences, weekly school and classroom/grade level newsletters, telephone calls.

Addendum to Enroll Indy Access and Admissions Policy

CFI Schools – updated May 2022

Mission: *The mission of Center for Inquiry is to develop a community of respectful life-long learners who use inquiry, critical thinking, and problem solving skills to become socially responsible contributors to a changing global society.*

Vision: *CFI is a diverse, equitable, inclusive family of public International Baccalaureate schools whose community members consider multiple perspectives and are inspired to reflect, collaborate, and take action to make a positive impact on the world.*

Statement of Universal Participation:

Every student at CFI enrolled in grades Kindergarten through 5th grade is a member of and participates actively in the Primary Years Programme. As the Access and Admission Policy by which CFI is governed also extends to all choice programs offered within the IPS district, including some programs that are only applicable for a certain cohort of students within a larger student body, it is not clearly stated on the policy itself that every child enrolled at our school participates in our program; however, this position is made publicly known to families via our website, found here: https://myips.org/cfischools/cfi-program/ The text on the website reads:

"CFI is implementing the Primary Years Programme at grades K-5 . The program is whole-school and all-inclusive at CFI. CFI students selecting to attend one of the IPS IB Middle School and Shortridge High School will be able to benefit from the full continuum of IB programs."

This information is also advertised on the website of Enroll Indy, the nonprofit organization that administers the lottery admissions systems for Choice schools within IPS that authored the document originally submitted that outlines our Access and Inclusion Policy for choice schools within the IPS district. That page can be found here: https://find.enrollindy.org/schools/0013600000d2Ng0AAE#who-we-are

Homework Guidelines for Staff

Beliefs about homework:

- Homework should be an extension of classroom work and expectations
- Homework should be meaningful if assigned.
- If assigned, students should expect to receive at least minimal feedback on the homework.
- Typical homework is low-stakes and truly formative.
- Family time and enrichment are valued and should be considered when assigning homework.
- Teachers differentiate for students who do not have adequate access to support and supplies outside of school.

CFI homework might include:

- Regular reading for enjoyment
- Writer's notebook entries
- Skills-based practice/review
- Projects or project-type work
- Simple activities that encourage family participation
- Open-ended tasks that help develop problem-solving skills
- Student choice
- Differentiated assignments

CFI homework is not:

- Assigned as punishment
- Given as a consequence of poor behavior
- Busy work
- Summative assessments
- Meant to affect overall grades.
- Completed during recess or cause for losing recess

STUDENT TECHNOLOGY USE AND CARE EXPECTATIONS

Your School-Issued Technology from IPS

As an IPS student, your child will receive a technology device that will fully equip them for all technology needs throughout the entire school year. Each student enrolled at our school will receive the following items from CFI Schools:

- Student device (iPad or Chromebook)
- Device charger

Personal devices are not necessary and not recommended to be brought to school or and are not allowed to be used by students while at school. Students will not need to bring or use any of the items deemed as personal technology devices outlined in the sections in this document. Following Indiana Senate Bill 78, personal devices (cell phone, smart watch, tablet, gaming device, etc.) are not permitted for use during the school day and must be stored in a secure location and not be within reach of students during the instructional day. For further guidance, please review the overarching Personal Electronic Device Policy for all IPS schools.

Purpose of Technology @ CFI

At CFI, we view technology as an array of valuable tools that help our staff and students inquire, explore, and express thought and learning, while practicing socially responsible skills. While we encourage students to be creative and collaborative with technology, we also teach and reinforce safe and responsible technology habits.

Possession and Use of Technology

Possession of a technology device (personal or school-issued) by a student is a privilege, which can be revoked for violations of this policy and the Student Code of Conduct. All technology privileges extended to students are given with the condition that all technology (personal and school-issued) is used for "educational purposes". The table below outlines *educational* and *non-educational purposes* for using technology at CFI.

Educational Purposes	Non-Educational Purposes
• Conducting research related to a class assignment or project • Completing educational tasks assigned by teacher/administrator • Submitting assignments to teacher	• Texting/Calling/Emailing/Messaging parents for any reason (ask teacher to use a school phone) • Texting/Calling/Emailing/Messaging peers • Accessing social media • Cyber-bullying • Gaming • Gaming sites disguised as educational sites (example: CoolMath)

Frequently Asked Technology Questions

What counts as a personal device?

A personal device is a portable Internet-accessing device that is not the property of CFI or IPS, that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images. These items are required to be stored in a secure location within the classroom during the school day.

The following are examples of personal devices, including but not limited to:

- Smartphone / Cell phone
- Earbuds / Air pods

- Smartwatch
- Laptop / Tablet other than school-issued device
- Personal gaming device
- Personal digital assistant

What actions are considered technology violations?
The following non-educational activity, actions taken, and/or decisions made by a student while using technology could result in consequential action (*see IPS Student Code of Conduct)*:

- Using any technology, other than a school phone, to contact a parent/family member
- Contacting peers for non-educational purposes
- Adjusting or changing IPS device settings that require teacher time to reset
- Off-task browsing of internet sites, including youtube, google images, etc.
- Using any device to play personal music
- Completing work for one subject area during class time of another subject area
- Accessing social media
- Cyber-bullying
- Gaming
- Improper/Unsafe handling of technology
- Accessing school records or another person's information or files without permission
- Damaging computer hardware or software
- Entering or retrieving pornographic material, inappropriate text/files
- Bypassing IPS security policies/filtering

What will happen if I violate this policy?
Possession of a technology device (personal or school-issued) by a student is a privilege, which can be revoked for violations of this policy and the Student Code of Conduct. CFI 84 maintains the right to determine the most appropriate responsive action to violations of the technology policy and/or Student Code of Conduct, and the actions below in tandem with the IPS Student Code of Conduct will serve as guidelines for determining the most appropriate responsive action to violations of this policy.

School-Issued Device Violation Outcomes	Personal Device Violation Outcomes
First offense: Loss of technology for class period. **Second offense**: Loss of technology for multiple days/week(s). **Third offense**: Loss of technology privileges for an indefinite amount of time to be determined by teacher/administrator, student, and/or parent.	**First offense**: Item turned into main office to be secured for remainder of lay; returned to student at dismissal. **Second offense**: Item held by administrator until parent or guardian (18 or older) is able to pick the device up. **Third offense**: Loss of technology privileges for an indefinite amount of time to be determined by teacher/administrator, student, and/or parent.

When can I use a personal device for non-educational things?
A student may use a personal device for non-educational purposes before entering the building to start the school day and/or upon leaving the building. (no personal device is allowed to be used on IPS transportation vehicles)

What happens if I'm using technology for educational purposes and someone texts, calls, or messages me?

You are responsible for the actions you take while using technology at CFI. This includes personal devices and IPS technology. Students should notify a teacher/administrator if non-educational content is delivered or presented to you. Responding to non-educational activity during the school day is engaging in non-educational activity and may be subject to teacher/administrator action.

Can students use a personal device during school hours?
If a student makes the decision to bring a personal device to school, it must remain off and stored in a cubby or backpack.

What happens if my personal device gets lost, damaged, or stolen while at CFI?
Per IPS Board policy, CFI and the district are not responsible for theft, loss, or damage to PTDs or other electronic devices brought onto the school's campus and IPS property. Students must keep personal devices (cell phones, tablets) turned off and stored away in a locker or cubby. The school may not have time to participate or aid in the search for, repair of, or replacement of any student personal devices. Personal devices are the sole responsibility and property of the student.

How do I keep my accounts and online property safe and secure?

- Students should use technology resources for instructional purposes and school-related activities only.
- Passwords must be guarded and protected. Users shall not share their password with anyone or let others use it.
- Users shall not reveal their home address or phone number or the addresses and phone numbers of others.
- Users must be cautious in responding to unsolicited online contact.
- Use only websites approved and posted by teachers.

How will I know what websites or technology are okay to use during class?

- When in doubt, ask your teacher.
- A teacher will allow you to use a website or technology by introducing it or inviting it into the classroom.
- Please note that just because a website or type of technology has been permitted in one class, does not mean it is permitted in another.

The following expectations apply to students of Indianapolis Public Schools (IPS) and Innovation Network schools who are provided IPS technology resources which may include username and password, network, internet, computing device, or software. These expectations apply when a student is using IPS provided technology resources, no matter where they are being used.

1. Student technology resources are for instructional use and activities only.
2. Passwords must be guarded and protected. Do not share your password with anyone or let others use it.
3. Do not reveal your address or phone number or the address or phone numbers of others. Be cautious in responding to unsolicited online contact.
4. ***IPS Internet resources and accounts will NOT be used to***:
    a. access another person's materials, information, or files.
    b. access, upload, download, or transmit pornographic, obscene, abusive, or sexually explicit material.
    c. violate any local, state, or federal law.
    d. vandalize, damage, or disable the property of another person or organization.
    e. subscribe to or solicit information which incurs a cost.
    f. harass, bully or intimidate another individual.
5. Do not attempt to bypass Internet filtering.
6. ***Users will care for the IPS-owned device as if it were their own using the following standards of care***.

General Care

1. ***Do not leave your computing devices unsupervised or in unsecured locations at school or at home***. Avoid using the device in areas where damage or theft is likely.
2. Do not use your computing device while it is on a bed or carpet or pillow, as this causes overheating. Keep your device on a flat, solid surface when in use..
3. Do not set books or stack items on top of the device.

4. Do not write, draw, paint, or place stickers or labels on the device.
5. Do not place a magnet near the device.
6. ***Do not place food or drink near the device. Liquids, food and other debris can damage it***.
7. The device should not be left inside a vehicle where temperatures can cause permanent damage.
8. Do not expose the device to direct sunlight, ultraviolet light, or extreme temperatures for an extended time..
9. Do not attempt repair or reconfiguration of a device. Do not open or tamper with internal components.
10. Immediately report any loss of a device to your school.

Cleaning the Device

1. Wipe surfaces with a clean, dry, soft cloth. ***Do NOT use liquids to clean the device***.
2. Be sure your hands are clean when using the mobile device to avoid buildup on the touchpad and keyboard. ***Grease and dirt buildup can cause problems with the device***.
3. Do not use the device in dusty, dirty, or sandy environments.

Screen Care

1. Do not pick up a device by the screen.
2. Avoid touching the screen with fingers, pens, pencils, or any sharp instrument.
3. Do not lean on the top of the device or place excessive pressure or weight on the device screen.
4. Clean the screen with a soft, dry cloth or anti-static cloth. Do NOT clean the screen with glass cleaner.

Carrying the Device

1. Always close the lid and unplug cords and accessories before moving or carrying.
2. Do not leave the device in visible sight in a vehicle or in a vehicle for extended periods of time or overnight.

BULLYING PREVENTION

Indianapolis Public Schools Board Policy

Revised 2013

Book BYLAWS AND POLICIES

Section 5000 STUDENTS
Title BULLYING
Number 5517.01
Status Active
Legal: IN Code 5-2-10.1, 20-33-8-0.2

Bullying is prohibited in the Indianapolis Public Schools (IPS) as referenced in Indiana Code 20-33-8-0.2 and IPS Board Policy No. 5517.01 Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school or while attending a school activity, function, or event.

Principals are responsible for informing students, parents, teachers and staff that bullying will not be tolerated and will be subject to disciplinary action up to and including suspension and expulsion. Further, principals are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, the principal will investigate the matter at the building level and consequences will be assessed as appropriate, consistent with the Board's policy entitled "Student Discipline."

BULLYING VS. PEER

Rough Play or Teasing	Real Fighting	Bullying
Usually friends and part of their normal friendship routine	Usually not friends and typically not repeated	Typically not friends and the behavior is repeated and negative
Balance of power: roles are easily swapped	Power is relatively equal	Imbalance of power
No intent to harm and is discontinued if one friend becomes upset	Intentional harm doing	Intended to harm either physically, emotionally, socially or otherwise
Often used for shared humor	Aggressive, tense, hostile posturing	Meant to diminish the self-worth of the target

Bullying Behavior Chart

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment.

Verbal Bullying Harm to someone's feeling of safety or self-esteem	***Physical Bullying*** Harm to someone's body or property	***Social / Relational Bullying*** Harm to someone's feeling of individual or group acceptance	***Written Communication / Electronic Bullying*** Harm to someone's feeling of safety or self-esteem by way of written or electronic communication
CATEGORY ONE			
❑ Blaming the targeted individual for starting the conflict ❑ Calling names ❑ Expressing physical superiority ❑ Making insulting comments ❑ Teasing about clothes, physical appearance, possessions, etc.	❑ Defacing property ❑ Making threatening gestures ❑ Pushing/shoving ❑ Taking small items from others	❑ Giving dirty looks ❑ Gossiping ❑ Holding nose or other insulting gestures ❑ Ignoring someone and/or excluding them from a group ❑ Rolling eyes ❑ Starting and/or spreading rumors ❑ Teasing publicly about clothes, looks, relationships with boys/girls, etc.	❑ Writing derogatory notes to the targeted individual ❑ Writing derogatory notes to others about the targeted individual
CATEGORY TWO (some of these behaviors are against the law)			
❑ Insulting an individual's athletic ability, color, disability, ethnicity, gender, intelligence, race, religion, size or sexual orientation ❑ Insulting family ❑ Threatening physical harm	❑ Assaulting (grabbing, hitting, kicking, slapping, etc.) ❑ Damaging personal property ❑ Defacing school work or other personal property (books, clothing, locker, etc.) ❑ Starting fights ❑ Stealing ❑ Scratching or biting ❑ Tripping or causing a fall	❑ Instigating conflict ❑ Making, sending or posting comments with the intent to ostracize ❑ Making sexually explicit comments about targeted individual in front of others ❑ Playing mean tricks to embarrass someone	❑ Harassing with phone calls ❑ Posting derogatory comments on social network sites ❑ Posting slander in public places (such as derogatory comments about someone on a restroom wall) ❑ Sending messages of an insulting nature electronically or digitally (e-mail, Facebook, Instagram, instant messages, Kik, Snapchat, text messages, Twitter, Vine, Vox, etc.)
CATEGORY THREE (most of these behaviors are against the law)			
❑ Harassing an individual because of bias against race, religion, ethnicity, color, disability, gender or sexual orientation ❑ Making repeated and/or graphic threats ❑ Threatening to keep someone silent: "Don't tell anyone or it will be a lot worse!"	❑ Acting in a physically cruel manner ❑ Acting repeatedly in a violent, threatening manner ❑ Assaulting with a weapon ❑ Destroying personal property (books, clothing, jewelry, etc.) ❑ Destroying property ❑ Practicing extortion (such as taking lunch money)	❑ Arranging public humiliation ❑ Enforcing total group exclusion against someone by threatening others if they don't comply	❑ Posting lewd, sexual or violent images on social network sites ❑ Transmitting lewd, sexual or violent images electronically or digitally ❑ Writing graffiti or posting comments electronically with bias against an individual's color, disability, ethnicity, gender, race, religion or sexual orientation

POLICY AGAINST SEX DISCRIMINATION

Indianapolis Public Schools Board Policy

Revised 2015

Book BYLAWS AND POLICIES

Section 5000 STUDENTS

Title TITLE IX POLICY FORBIDDING SEX DISCRIMINATION AND HARRASSMENT

Number 5518

Status Active

1) POLICY AGAINST SEX DISCRIMINATION

In accordance with applicable law, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, it is the policy of Indianapolis Public Schools that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student may not, on the basis of sex, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities. "On the basis of sex" includes because of the student's sexual orientation or gender identity.

2) PROHIBITION AGAINST SEXUAL HARASSMENT

a. The policy against sex discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a student's ability to participate in or benefit from the education program.

b. This policy prohibits sexual harassment by an employee or agent of IPS, by another student, and by third parties who come in contact with students at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a student.

3) TITLE IX COORDINATOR

IPS has designated a Title IX Coordinator, who has responsibility for IPS' compliance with Title IX, including directing the investigation of complaints and reports of sex discrimination and harassment and assuring that prompt and effective corrective action is taken. The name and contact information of the Title IX Coordinator is included in the Administrative Guidelines accompanying this policy and will be published annually.

4) COMPLAINT PROCEDURE

a. Parents and students are encouraged promptly to submit a complaint or provide information about suspected sex discrimination or harassment so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint or report by telephoning the IPS Service Center at 317-226-4000. The Service Center Associate will provide the Complainant with the name and contact information of the Title IX Coordinator and will advise the Title IX Coordinator of the complaint and provide contact information for the Complainant. If the parent or student first makes the report or complaint to the building administrator, school counselor or social worker, that person must provide the Complainant with the name and contact information of the Title IX Coordinator and advise the Title IX Coordinator of the complaint and provide contact information for the Complainant.

b. Every employee of IPS is required immediately to report in writing to the Title IX Coordinator suspected sex discrimination or harassment of a student whether it is based on the employee's witnessing such conduct or on information from the student, the student's parent, or a third party.

5) INVESTIGATION AND CORRECTIVE ACTION

a. The Title IX Coordinator will promptly investigate, or direct the investigation of, complaints and reports of sex discrimination or harassment. The investigation will be completed in a timely manner, the time depending on the nature and complexity of the issues but generally taking no more than 30 days. The Title IX Coordinator will assist the building principal in determining

whether to take interim measures during the investigation and whether IPS is required to report the incident that is the subject of the complaint to Child Protective Services

Policy Against Sex Discrimination, continued

b. At the conclusion of the investigation, the Title IX Coordinator will report the result to the Superintendent, including, where appropriate, making a recommendation for reasonable, timely, age-appropriate, and effective correction action. The Superintendent may impose discipline up to and including a recommendation for employee termination or student expulsion. The Title IX Coordinator will advise the Complainant and the person accused of misconduct, in writing, whether or not the allegations were found to be substantiated.

c. Except to the extent an employee or student has a statutory right to challenge the Superintendent's recommendation for expulsion or termination or an employee has a collectively bargained right to challenge the imposition of discipline, the decision of the Superintendent is final.

6) <u>GUIDELINES</u>

a. The Superintendent is directed to promulgate administrative guidelines and arrange for appropriate training for implementation of this policy. The guidelines will include complaint procedures providing for prompt and equitable resolution of complaints alleging sex discrimination or harassment of a student.

b. This policy should be read in conjunction with IPS' general anti-harassment policy (BP 5517) and procedures for reporting abuse and neglect to Child Protective Services.

CFI SCHOOL COMPACT

The Center for Inquiry School Compact is created by administrators, staff, parents, and community members representing all four CFI sites. It is a required document for schools receiving Title I government funding. There are three sections to the compact: student, parent, and educator. Our CFI document is intended to assist families, students, and staff in reminding us that we are all accountable for understanding the expectations that allow us to function as a vibrant and supportive community of learners as we work together in partnership for the development of each CFI student.

Student Compact

As a CFI student, I hereby affirm my commitment to my academic achievement and success. As an International Baccalaureate student, I will strive to be an inquirer, a thinker, a communicator, a risk-taker, and a balanced, reflective, knowledgeable, principled, open-minded, and caring person.

To demonstrate commitment to this goal, I will strive to:

- attend school on time daily and ready to learn. If I am absent from or tardy to school, I will make up missed work as directed by my teacher.
- take responsibility for knowing what work has been assigned and needs to be completed and will turn in projects and homework on time.
- when in a remote learning environment, be respectful of how I position myself on camera, mindful of appropriate comments and body language, and respect others' learning experience.
- follow the essential agreements of the school and my classroom and abide by the CFI School Compact.
- report bullying behaviors and not bully others (physically, verbally, or through social media/electronics). This includes actions at and away from school.
- treat teachers and fellow classmates with respect and compassion and meet my school's behavior expectations.
- discuss with my parents, guardians, or responsible adult my daily school activities and show them my work weekly, including weekly folders and newsletters and make my parents aware of Toddle postings.
- dress appropriately according to school and district policy.
- refrain from using profanity, alcohol, tobacco, or illegal drugs and not engage in gang or criminal activity.
- act honestly, respectfully, and responsibly, striving to support the CFI mission statement and model the International Baccalaureate (IB) Learner Profile attributes through my actions.
- Use school-issued technology only for school-related work and care for the device appropriately.
- practice good work habits and do my personal best work daily, fully participating in my education.
- make healthy choices with respect to nutrition, exercise, and adequate sleep.
- practice hospitality when guests visit my school and classroom.

Together, with a caring adult and my teachers, I will make education a top priority.

Student Signature_____ Date_____

Printed Name_____

Parent/Guardian Compact

As a caring Parent/Guardian, I hereby affirm my commitment to the academic achievement and success of my child. I will strive to make the pursuit of knowledge a priority in my household and to model and instill in my child the International Baccalaureate Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

To demonstrate a commitment to this goal, I will strive to:

- review the IPS and CFI handbooks and policies, the CFI School Compact, as well as the transportation policies with my child and demonstrate support of policy implementation.
- support the CFI mission statement and International Baccalaureate (IB) programme components.
- attend and participate in the fall and spring parent/student conferences.
- ensure that my child remains alcohol and drug free, including tobacco, and refrains from engaging in gang or criminal activity.
- monitor my child's TV and electronic use, including the use of social media.
- follow the Indiana anti-bullying law and CFI's commitment to ensure a respectful environment free of bullying behavior.
- ensure that my child attends school daily, arriving on time and ready for the school day according to the Indiana attendance law, including wearing appropriate school uniform dress, and having adequate sleep, proper nutrition, and sufficient medical care.
- abide by state mandates that impact the school including participation in state/national testing.
- report school absences promptly and ensure that my child make-up all required class and homework assignments due to school absence or tardiness.
- listen and discuss with my child their daily school activities, assignments, newsletters, weekly folder reports, and report cards sent home with my child and/or on Toddle.
- support my child in completing school assignments and projects and let the teacher know if I notice any problems and ask for assistance and resources if needed to support my child's academic achievement.
- provide the school with current address, phone numbers, and email address and notify the school of any changes.
- treat my child's teachers as a valuable resource and work cooperatively with them to support academic growth and behavior expectations including responding to requests for consultations and conferences.
- make positive and respectful behavior the expectation and model this expectation at home and school.
- respond to invitations to volunteer within the classroom and school, when possible.
- support my child's involvement in school extra-curricular activities.

Together, my child and I, in partnership with the Center for Inquiry's educators, will make education a top priority. By signing this CFI School Compact, I am affirming my strong and ongoing commitment toward the academic development and success of my child and agreeing to exemplify the International Baccalaureate Learner Profile attributes of caring and knowledgeable.

Parent/Guardian Signature_____ Date_____

CFI Educator Compact

As a CFI Educator/School Staff member, I hereby affirm my commitment to the academic achievement and success of each child. I will strive to model and instill in our children the International Baccalaureate Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

To demonstrate commitment to this goal, I will strive to:

- support the school compact, International Baccalaureate (IB) programmes, CFI program elements, and school policies.
- enforce the rules and policies of the school and district in a fair and non-discriminatory manner.
- maximize instructional time to facilitate learning for all students.
- fully implement the agreed upon International Baccalaureate curriculum of the school.
- communicate with parents in multiple ways according to the school plan outlined in the CFI Family handbook.
- be timely, clear, and respectful in communications to students, parents, and colleagues including instruction, homework, schedules, and events.
- engage students in subject matter content (as outlined in the Indiana academic standards), processes, independent thinking, and problem-solving skills at each child's grade level or above, or if applicable, at a level indicated by the special education Individualized Education Plan (IEP).
- work cooperatively with parents and colleagues to maximize student achievement and success, differentiating instruction to ensure every child is learning at their highest level.
- ensure that students and their parents are informed of missed classwork and homework due to absence or tardiness and the expected due dates for the completion of the work.
- express invitational practices that make it clear to parents they are wanted and needed in the classroom and school and provide clear volunteer opportunities which are communicated frequently.
- follow the IPS Discipline Policy for documenting student behavior and holding students accountable for their actions, while guiding them to make positive choices.
- facilitate classroom and school-wide community building through Responsive Classroom techniques.
- ensure availability to students and parents/guardians at their request and make sure they have access to contact me.
- model a respectful and caring environment that supports positive communication with all stakeholders.
- provide an environment free of violence, alcohol, tobacco, and illegal drugs.

Together, with my colleagues and parents/guardians, I will make education a top priority.
Educator Signature_____ Date_____

The CFI School Compact will be reviewed, and if necessary, revised annually in the spring by the CFI School and Community Council and the PTSA groups at CFI 2, CFI 84, CFI 27 and CFI 70.

All parents will have an opportunity to review the policy and suggest revisions annually.

RACIAL EQUITY MINDSET, COMMITMENT, & ACTION POLICY

Indianapolis Public Schools Board Policy

Book BYLAWS AND POLICIES

Section 1000 ADMINISTRATION

Title RACIAL EQUITY MINDSET, COMMITMENT, & ACTION Number 1619

Status Active

Adopted June 25,2020

Last Revised June 25, 2020

1) RACIAL EQUITY

a. Racial equity refers to the condition that would be achieved if one's racial identity, in a statistical sense, did not determine how one fares.

b. Racial equity is also a commitment that resources are distributed based on need, recognizing that "equal" treatment, opportunities, and resources are not enough within the context of historical and structural racism and discrimination that continue to manifest in our society.

c. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes or fail to eliminate them.

2) DEFINITIONS

a. For the purposes of this policy and norming language across the organization, the following terms shall have these meanings:

i. Race – A false classification of human beings, created during a period of worldwide colonial expansion, by Europeans using themselves as the model for humanity for the purpose of assigning and maintaining white access to power and advantage. This classification developed into a social construct that has real life implications for all individuals within a society.

ii. Ethnicity – Groups that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration and colonization.

iii. People of Color – Refers to individuals who may identify as Black or African – American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Indigenous, and multiracial. Often used interchangeably with the term "black and brown."

A. Latinx – Relating to people of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

iv. Racism – Social and institutional power combined with racial prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system.

A. Color-blind Racism – A present day racial ideology that holds the belief that people, institutions and policy makers should try to ignore race in order to claim a desire to treat all persons equally but having the effect of justifying oppression. Color-blindness uses a set of ideas, phrases, and stories to discount racial oppression. Furthermore, color-blindness plays on the myth that the social realities of race and racism have all but disappeared as a factor shaping the life changes of all Americans.

B. Institutional Racism – Policies and practices in institutions or organizations that result in oppressing people of color while maintaining white supremacy regardless of the intent or consciousness of individuals in the institution.

C. Structural Racism – Systems (e.g. educational, economic, criminal justice, healthcare, etc.) that oppress people of color while maintaining white supremacy.

D. Anti-Racism – Efforts and ideas that challenge and resist racism of all types with an emphasis on institutions, structures, and systems rather than primarily focusing on individuals who are socialized in a society built on racist ideologies, policies, and practices.

v. White Supremacy – A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by White peoples and nations originating from the European continent for the purpose of maintaining and defending a system of wealth, power, and advantage.

vi. Privilege/Advantage – Unintentional advantage a person has by being a member of the dominant group in any given environment (race, class, able bodied, gender, sexual orientation, etc.)

vii. Bias – The attitudes or stereotypes that affect one's understanding, actions, and decisions in a conscious or unconscious manner (e.g. feelings about other people based on characteristics such as race, ethnicity, age and appearance).

A. Implicit Bias – Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. viii. Oppression – A relationship of dominance and subordination between groups of people in which one benefits from the systematic abuse, exploitation, and/or injustice directed toward the other.

ix. Intersectionality – Framework that explores the dynamic between co-existing identities (e.g. black, woman, poor, lesbian) and connected systems of oppression (e.g. racism, sexism, classism, homophobia).

x. Racial Disproportionality – The ratio between the percentage of persons in a racial or ethnic group at a particular decision point or experiencing an event (e.g. maltreatment, incarceration, school dropouts, suspensions/expulsions, etc.) compared to the percentage of the same racial or ethnic group in the overall population.

xi. Racial Disparity – Unequal outcomes experienced by one racial or ethnic group when compared to another racial or ethnic group (in contrast, disproportionality compares the proportion of one racial or ethnic group to the same racial or ethnic group in the population).

xii. Educational equity- Increasing academic achievement for all students while narrowing the gaps between the lowest and highest performing students. xiii. Opportunity gaps – Refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, experience of homelessness, technological proficiency or other factors contribute to or perpetuate lower educational achievement and attainment for certain groups of students.

3) GENERAL POLICY STATEMENT

a. Indianapolis Public Schools (District) empowers and educates all students to think critically, creatively, and responsibly to embrace diversity and to pursue their dreams with purpose. The Board of School Commissioners (Board) is committed to creating an IPS community where student outcomes cannot be predicted by race or ethnicity.

b. The Board acknowledges the history of racism and legalized segregation in the City of Indianapolis, the state of Indiana, and our country.

c. As well as the District's past of actively participating in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the interests of Black and Brown students.

d. The Board also acknowledges how the implications of these actions continue to impact students and communities of color today.

e. IPS is committed to identifying and correcting practices and policies that perpetuate the opportunity gap and institutional racism, within the District, in all forms in order to provide all its students with the opportunity to succeed.

f. The purpose of this policy is to establish a framework for the mitigation or substantial reduction of bias, particularly racism and cultural bias, as well as factors affecting student achievement and learning experiences, and to promote learning and work environments that respect and value diversity, equity, inclusion, and belonging.

g. Furthermore, the purpose is to establish actions that the District shall take to address disparities and disproportionalities in educational opportunity and achievement.

4) RESPONSIBILITIES

a. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the students, families, and staff of Indianapolis Public Schools.

b. District staff shall within the parameters of their various duties and responsibilities comply and execute such plans as are designed to address the values and directions included in this policy.

c. Every IPS staff member has the collective responsibility to make such suggestions to appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.

d. It is the expectation that all IPS employees, Innovation Network School employees, and community partners believe that every student is capable of success, deserving of respect, and valuable to our community.

e. The Board, Superintendent and employees will work with students, families, and community stakeholders to identify barriers to achievement and opportunities for academic success.

5) COMMITMENTS & ACTIONS

a. The District will strengthen and expand its racial equity work to eliminate opportunity gaps and build the capacity of team members to persistently identify, and address individual bias, as well as disrupt institutionally racist, structures, and policies within the District.

b. The Superintendent shall report annually to the Board and community regarding district performance goals for academic achievement contained in the strategic plan and progress toward meeting these goals and closing the achievement gap.

c. Create the infrastructure for all IPS staff members to have access to robust professional learning experiences around racial equity.

d. Activate and respond accordingly to support the District's most vulnerable communities, especially in the event of an unprecedented crisis (e.g. global pandemic).

e. Lead a collaboration of students, families, Innovation Network School partners, legislators, businesses, and other community stakeholders, who will partner with IPS to improve outcomes for all students.

f. Through targeted partnerships and programs, continue to increase the diversity of candidate pools and ensure that the entire employee tenure, from application to resignation/retirement, is grounded in the District's racial equity goals.

g. Intentionally ensure that all students have access to high quality culturally relevant curriculums and instructional materials.

h. Foster organizational and school cultures that consistently hold space for conversations around racial equity amongst staff members, students, families, and District partners.

i. Advocate for effective legislation that actively addresses the numerous inequities that many of our students and families experience (e.g. poverty, homelessness, food insecurity, etc.).

j. Expand ongoing efforts to identify and address racial disparities and disproportionalities in school suspensions, expulsions, and academic outcomes. k. Continuously assess immediate actions that the District can take to further the racial equity initiative and accelerate student academic outcomes.

6) ADMINISTRATIVE GUIDELINES

a. The Superintendent shall establish in accordance with this policy such plans and procedures that may be necessary to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight and shall include metrics for evaluation.

SECTION 4: RESOURCES

ACRONYMS & KEY DEFINITIONS

Acronym	Definition
504 Plan	Individual plan to address students' academic needs related to medical diagnoses
BOY/MOY EOY	Beginning of Year/Middle of Year/End of Year
ELL	English Language Learner
ENL	English as a New Language
HA	High Ability: refers to a student identified with high abilities in math and/or language arts
IB	International Baccalaureate. IB schools are internationally recognized for an approach emphasizing global- mindedness
IEP	Individual Education Plan: developed for students who qualify for special education services.
IREAD-3	Indiana Reading Evaluation and Determination (IREAD-3). Annual state assessment for students in grade 2 and 3.
ILEARN	Indiana Statewide Testing for Educational Progress Plus. Annual state assessment for students in grades 3-5
ILEARN Checkpoints	EOY/MOY/BOY assessments given to track student progress throughout the school year.
I-Team	The interdisciplinary team including the school psychologist, special education personnel, administrators, and social worker. This team meets weekly to review student progress and make decisions regarding the testing of students for special education.
Choice Program	The CFI schools are considered choice/option schools within Indianapolis Public Schools.
MTSS	Multi-Tier System of Supports. This team of school-based educators meets to examine student progress and develop academic and/or behavior support plans for students as needed.
NWEA	Northwest Evaluation Association provides Measures of Academic Progress (MAP) formative assessments. CFI students in grades K-2 take this online formative assessment three times per year. Student growth is measured and communicated to students and parents.
PIT	Parents In Touch: parent-teacher conference day.
PLC	Professional Learning Community: Teachers meet weekly with their grade level team, the literacy coach, the IB coordinator, and administrators to plan curriculum, assess student progress, and evaluate teaching and learning strategies.

PTSA	Parent-Teacher-Student-Association
PYP	Primary Years Programme of the IB: grades K-5 at CFI
Schoology	IPS district learning management system
TITLE I	Federal Funding Program that provides financial assistance to schools with a high percentage of children from low-income families. CFI 27 qualifies for these benefits.

IPS Online Calendar