



The Family Institute for Health and Human Services

Policies & Procedures BOOKLET

FOR STUDENTS AND GUARDIANS

OF

**The Family Institute of Health & Human Services
Project C.A.R.E.S**

**AFTERSCHOOL & SUMMER ENRICHMENT
PROGRAM**

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CHAIN OF COMMAND

Students and/guardians are to report any concerns to the Lead Teacher (site coordinator). The Lead Teacher (site coordinator) is to report these concerns to the Program Director. The Program Director reports the concerns to the Executive Director.

1.1 MESSAGE FROM THE EXECUTIVE DIRECTOR

I would like to take this opportunity to welcome you to The Family Institute for Health and Human Services dba Project C.A.R.E.S.

Project C.A.R.E.S is pleased to provide you with this Handbook which outlines our program overview and policies and practices currently in effect at The Family Institute for Health and Human Services: I am sure that this booklet will be a helpful reference guide for you during your association with our Project C.A.R.E.S. I ask that you take time to read our Mission Statement, Service Philosophy, Program Rules and Regulations so that you can help us embrace and accomplish the goals of our program. I wish your child the best of luck and success in our program and hope that you're his/her relationship with our Project C.A.R.E.S will be a rewarding experience.

Project C.A.R.E.S. is an after school enrichment program that provides homework assistance, EOC/EOG test preparation in English and Math, and College and Career Readiness assistance. Research indicates that peak hours for juvenile crime begin around 3pm to 6pm. These are the hours when children are most likely to commit and become victims of crime (NIOSH, 2008 p.3). Connecting children with caring adults and providing constructive activities during these hours is among the most powerful tools to preventing crime (Fight Crime: Invest in Kids, 2006). Additional research suggests that duration and frequency of attendance at least three days a week aids in the success of the students participating in an afterschool program.

Our after-school and summer community program is located at Coulwood STEM Academy, Hidden Valley Elementary, Project C.A.R.E.S. Center and West Charlotte High School. Project C.A.R.E.S. will operate after-school four days a week, between the hours 2:30 pm and 6:30 pm, Monday - Thursday, and monthly Parent Involvement events. We also provide operate our program on Saturdays.

Sincerely,

Tyrone Miller
Executive Director

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1.2 OUR MISSION

The mission of The Family Institute for Health and Human Services, dba Project C.A.R.E.S. (caring adults really equal success) is to develop the critical thinking and social interaction skills of youth by providing a 21st Century after-school experience that meets their academic, social, and emotional needs.

1.3 SERVICE PHILOSOPHY

Students should have meaningful input into the design and planning of the services that they receive. We believe that the key to student success is instilling hope and a positive sense of self-worth and outlook for the future, while focusing on the student's strengths and helping to empower them to fulfill a meaningful role in life. Our services are built around meeting the needs of the student's that we service. Our services are accessible, timely, outcome oriented, culturally and age appropriate and are built upon what the student's needs as well as their strengths.

1.4 DRUG AND ALCOHOL POLICY

The policy of the Project C.A.R.E.S is to maintain a drug free environment. As a condition of the program, all students must comply with this policy. The term "environment" is defined as, any site, sponsored activity, or any other site where Project C.A.R.E.S Staff/Tutor are performing work for the Project C.A.R.E.S or representing the Project C.A.R.E.S. The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances as defined in schedules 1 through V of the Controlled Substances Act, 21 U.S.C. Sec. 812, 21 C.F.R. Sec 1308, and the state and local law of the jurisdiction where the workplace is located, including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), crack and amphetamines. A student who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination from the program.

1.5 HOURS OF OPERATION

By being ready, willing and able to service our students efficiently, while competing fairly in the marketplace, the Project C.A.R.E.S's main office hours are from 9:00 a.m. to 5:00 p.m., Monday through Friday. The Lead Teacher (site coordinator) will provide you a copy of the operating for the site that you or your child attends.

1.6 ABSENTEEISM AND TARDINESS

We expect all students to assume diligent responsibility for their attendance and promptness to our program. Attendance is an essential part of your success and is

required. Continued absenteeism or tardiness may result in suspension from Project C.A.R.E.S.

1.7 INTERNET CODE OF CONDUCT

Access to the Internet is provided to students for their benefit. It allows students to connect to information resources around the world. Every student is responsible for using the computer in a productive manner.

a) ACCEPTABLE USE OF THE INTERNET

Students are responsible for using the Internet is used in an effective, ethical and lawful manner.

b) UNACCEPTABLE USE OF THE INTERNET

Students are responsible for the content of all text, audio or images that they place or send over the Internet. Fraudulent, harassing or obscene messages are prohibited. No abusive, profane or offensive language may be transmitted through the system.

d) SOFTWARE

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software. All software downloads require prior approval by the Lead Teacher (site coordinator).

e) COPYRIGHT ISSUES

Students using the Internet may not transmit copyrighted materials belonging to entities other than Project C.A.R.E.S.

f) SECURITY:

All messages created, sent or retrieved over the Internet are the property of Project C.A.R.E.S and should be considered public information. The Project C.A.R.E.S reserves the right to access and monitor all messages and files on the computer system as deemed necessary and appropriate. Internet messages are public communication and are not private. All communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. You cannot change your computer password without permission from your Program Director or Program Director.

g) HARASSMENT

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition

(including, but not limited to, cancer related or HIV/AIDS related), sexual orientation will not be permitted.

h) VIOLATIONS

Violations of any guidelines listed herein may result in disciplinary action, up to and including immediate termination from the program. If necessary, Project C.A.R.E.S. will advise appropriate legal officials of any illegal violations.

2.0 PROGRAM POLICIES & PROCEDURES

2.1 STUDENT'S HEALTH AND SAFETY

Emergency and Disaster Plan

Dial 911 in the event of an emergency followed by immediately contacting the Program Director. Our program has an emergency and disaster plan which follows the Schools/The Family Institute for Health and Human Services, Inc.' procedures for reporting emergencies and evacuating the facility. This written plan is at the school and immediately accessible to all staff, substitutes, and volunteers. Evacuation plans are posted in prominent locations of each room or area of the site. The program holds monthly fire drills and semiannual disaster drills which are documented. The program is inspected annually by the local fire authority and maintains fire extinguishers with a current tag.

Evacuation center: If there is an emergency or disaster which requires us to leave our center, we will evacuate as directed by emergency personnel.

The program emergency and disaster plan are as follows:

The person in charge at each Center is the Lead Teacher (site coordinator).

The person with decision making authority is the Program Director.

People who will be notified in case of an emergency include: The Program Director, parents/guardian, school officials, and site administrators.

Personnel assignments for specific tasks during emergencies and disasters:

Lead Teacher (site coordinator): After dialing 911 and informing the Project C.A.R.E.S. office, inform the school office of the emergency and collect the roll book.

Tutors: Gather student into a line and keep them calm.

Steps followed by staff for emergencies and disasters:

Fire: In case of fire, the following steps will be taken by staff:

- Student line up in a single row
- Staff takes roll book
- Exit according to evacuation plan/map
- Remove student from the premises
- Take roll
- Wait until it is clear to re-enter the school

The disaster will be reported to the school principal and Program Director. See posted evacuation plan/map for how the students and staff will be evacuated:

Power Failure: In case of power failure the following steps will be taken by staff:

- Student line up in a single row
- Staff takes roll book
- Exit according to evacuation plan/map, if necessary.
- Remove student from the premises, if necessary.
- Take roll
- Wait until it is clear to re-enter the school

The power failure will be reported to the school principal and Program Director. See posted evacuation plan/map for how the students and staff will be evacuated:

Other Disasters such as toxic spills, water line breaks, gas line breaks, etc.: The following steps will be taken by staff if the disaster creates structural damage or if it poses a health or safety hazard:

- Student line up in a single row
- Staff takes roll book
- Exit according to evacuation plan/map
- Remove student from the premises
- Take roll
- Wait until it is clear to re-enter the school

The disaster will be reported to the school principal and Program Director. See posted evacuation plan/map for how the students and staff will be evacuated:

2.2 NON-ENGLISH SPEAKERS

We will provide differentiated instructions for all Non-English learners. We will use volunteers, school counselors, and Project C.A.R.E.S. staff to assist us with making parent to Non-English speakers.

2.3 COMMUNICATING WITH PARENTS, STUDENTS, AND THE COMMUNITY

In order to provide the quality care and service to students and their families, and the community we need to make sure the relations between the parents, staff, school principal, other school personnel and The Family Institute for Health and Human Services: Project C.A.R.E.S. program office is positive. We need to keep and open line of communication to make sure that the program is a success. We have provided various types of documentation for Lead Teachers (site coordinators), Tutors, and Directors to ensure that we are successfully keeping lines of communication between all program stakeholders.

2.4 ARRIVAL AND DEPARTURE FROM THE PROGRAM

If students walk to and from the program parent(s) or legal guardian(s) need to notify the Lead Teacher (site coordinator). Students who are not walkers will be provided free transportation via CMS school bus and/or The Family Institute for Health and Human Services: Project C.A.R.E.S. Students needing to leave early for any reason must have sign out and the parent or guardian will be contacted immediately. If they are being picked up by an adult he/she must sign them out. The adult must complete a sign out form and the student's parents will be contacted immediately. If a student leaves the program without signing out or accompanied by an adult he/she may be dismissed from the program.

2.5 STUDENT CONDUCT AND DISCIPLINE

In recent years, working closely with student has become a concern to some professionals. Fear of accusations of child abuse, or other inappropriate behavior, has made many professionals feel they are in a potentially liable position. If professionals follow some basic guidelines, they will be better protected from a situation where a student misinterprets actions or even accuses the staff member of abuse.

Do not be in a room alone with a student with the door closed. It is often necessary to interview or talk with a student in a one-on-one arrangement, however, invite a third person into the room or have the door open.

Avoid sitting on a couch together. Sitting in separate chairs, even side by side, is more respectful of personal boundaries.

Never make sexual innuendos to student. Even if you think they seem innocent, they may be misinterpreted. For example: “I like the way you look in that short skirt,” would be better said as, “You look nice today.” Never tell jokes which have sexual overtones.

Never give a student a full-frontal hug. A side hug around the shoulders is more appropriate.

Never touch or squeeze a student on the trunk of his or her body. Touching on arms and shoulders is more appropriate.

A minimum of two staff are required at each center at all times.

Never physically punish a student. Don’t spank, hit or slap a student. If you feel as a professional that you are in a vulnerable situation when interviewing or counseling a student, you may obtain a third party or audio record the session.

Always respect student’s personal space. Some student has difficulty with any kind of touch. If a student seems to pull back, even when patted on the shoulder, for example, watch his or her body language and don’t invade his or her personal space.

Be sensitive of the above situations. Don’t be fearful that all supportive touching must be avoided. Young people need supportive touch. Just be sure the time, place and circumstances are appropriate for the touching.

Be sensitive to the student.

Maintain positive communication. Develop a positive and empowering conversational atmosphere with the student.

DISCIPLINE

It is the goal of the Project C.A.R.E.S. 21st CCLC program to guide students in becoming successful, responsible, cooperative participants in this program through positive, non-threatening teaching techniques. We want to increase the student’s respect for themselves by guiding them to become responsible for their own actions, and to help them grow in their respect for the rights and feelings of other people. It is our policy to avoid forms of discipline that might impair the student’s self-respect. The staff’s role is one of a strong leader helping student grow towards self-discipline and self-direction. Every effort will be made to obtain information that will help us understand your student. This may include conferences with parents, classroom teachers, program director, program service manager, Lead Teacher (site coordinator), staff assistants and school principals. When behavior problems arise, student will be given options. We will find out what works best for each student.

PROJECT C.A.R.E.S. ENCOURAGES POSITIVE BEHAVIOR REWARDS SUCH AS:

- ✓ Project C.A.R.E.S drawing for good behavior
- ✓ Monthly parties if everyone has good behavior
- ✓ Other forms of positive guidance such as:
 - ❖ Listen to student's concerns and answer their questions
 - ❖ Treat each student with respect and dignity
 - ❖ Be sensitive to all cultures
 - ❖ Encourage creativity, growth and foster self-esteem in each student
 - ❖ Assist each student in recreational and educational development
 - ❖ Provide positive reinforcement and mild consequences to the student for negative conduct
 - ❖ Redirection

The following rules help staff, parents, and student understand the expected conduct at our program:

- If inappropriate behavior occurs, the concern will be discussed with the student. The incident will be documented.
- If inappropriate behavior continues, a second warning will be given and the parents and school personnel will be notified. The incident will be documented.
- If inappropriate behavior still continues, a third warning will be given and the student will be suspended for an appropriate number of days. The incident will be documented.
- Continued behavior problems may result in permanent dismissal.

Disciplinary measures will NOT include any of the following:

- Corporal punishment
- Restraining a student's movement
- Use of abusive, demeaning or profane language
- Forcing or withholding of food, rest or toileting
- Confining a student in a locked closet, room or similar area

2.6 REPORTING REQUIREMENTS FOR WITNESSING OR SUSPICION OF ABUSE, NEGLECT, AND EXPLOITATION OF STUDENT AND HOW TO MAKE A REPORT

Project C.A.R.E.S. staff are required to report suspicion of abuse of and/or neglect by **CALLING THE HOTLINE AT 1-800-392-3738**, The Children's Division staff this hotline 24 hours a day, 7 days a week, 365 days a year. They will take information from you and respond to child abuse and neglect.

HAVE COMPLETE INFORMATION, Children's Division needs specific information to be able to respond to a complaint of abuse or neglect.

Be sure you have:

- the name of the child
- the name of the parent(s)
- the name of the alleged abuser
- where the child can be located

You will also be asked:

- Is the child in a life-threatening situation now?
- How do you know about the abuse/neglect?
- Did you witness the abuse/neglect?
- Were there other witnesses and how can they be contacted?

Notice to Mandated Reporters, Effective August 28, 2004: If you are required to report child abuse or neglect because of your occupation, you may no longer make an anonymous call to the Hotline.

CONSIDER IDENTIFYING YOURSELF, if you are not required by occupation to report, you don't have to identify yourself when you make a hotline call, however being able to contact you later helps CD workers do a more thorough investigation. They may need to ask you for more information during the investigation process.

2.7 SUPERVISION AND PROTECTION OF STUDENT

Students must be supervised at all times. Our supervision includes maintaining minimum student to staff ratios. The Program Director will ensure that ratios are adjusted to maintain optimal levels of supervision. Staff will record when student arrive, when they leave, and with whom they leave if dismissed early.

When students are in a large group, such as: outside on the playground, during off-site activities, or on a field trips, participating in a special mixed group activities, supervision and protection will be maintained. We may exceed the maximum group size for a period of time for a planned activity or transition time.

The outdoor areas shall be considered an outdoor classroom and an extension of the learning environment. Student shall only use age appropriate equipment while exercising outdoor play. Program safety rules apply in outdoor areas as well as indoor areas.

2.8 MEDICAL EMERGENCY OR INJURY INVOLVING STUDENT

If there is a serious injury to student, the Lead Teacher (site coordinator) will contact emergency personnel and contact the parents or legal guardian, school personnel, and Program Directors immediately. If a parent or legal guardian cannot be reached, the Lead Teacher (site coordinator) will then contact the student's emergency contact person.

2.9 MEDICATION ADMINISTRATION

Our program does not allow for the administration of medications. You should not administer medications of any kind prescription or non-prescription for any reason. In the event that a child needs a medication administered we will contact his/her guardian to come and administer the medication.

2.10 FIELD TRIPS

Parents will need to sign permission slips for every field trip. If child does not have a permission slip they will not be able to participate in the planned field trip.

If there are delays with the return of a field trip, program staff on the field trip will notify the Program and Program Director immediately, then parents or legal guardians will be notified by a program staff member.

2.11 FOOD SERVICE

We provide nutritional snacks and dinner to each child daily when attending our afterschool program.

For those students attending our Summer Enrichment Program they are provided breakfast and lunch by Charlotte Mecklenburg School Child Nutrition Program and a snack provided by The Family Institute for Health and Human Services: Project C.A.R.E.S. daily.

2.12 EXCLUSION OF STAFF AND YOUTH

The Family Institute for Health and Human Services: Project C.A.R.E.S. 21st CCLC program will provide a healthy environment for students, tutors, and staff. Parents need to keep sick youth home because of the threat of carrying contagious diseases. If a student has a contagious disease, the youth must be removed from the program until proper treatment has been completed and/or the doctor releases the student. Appropriate verification of treatment may be requested of the parent.

We do not care for ill students. If youth show signs of illness after arriving at the facility, we will separate the ill youth from the other youth. The youth will be supervised and kept

in a quiet area away from others until someone comes to pick him/her up. When youth become ill, the Lead Teacher (site coordinator) will contact the parent/guardian and require the youth to be removed immediately from the program. If a parent cannot be reached, the youth's emergency contact numbers will be called.

Students with a communicable or infectious disease will be suspended from the program until we have a signed Doctor's order stating that it is o.k. for the student to return to our program.

2.13 PARENT / FAMILY / COMMUNITY INVOLVEMENT

The Project C.A.R.E.S. plans to incorporate parental involvement through the utilization of Parent/Family Forums. These forums and workshops, held monthly will serve as a source of information including but not limited to prevention and intervention techniques on topics such as: absenteeism, drop-out prevention, homework help, mental health counseling, drug-use, violence, math and reading support and communication. The forums will also serve as a gateway to additional wrap-around resources available in the community. Additionally, parental involvement will be incorporated into Project C.A.R.E.S. as part of the counseling sessions.

Students will participate in counseling sessions with a licensed mental health counselor. The first counseling session will be between the youth participant and the counselor to discuss attendance, academic performance, interaction with peers etc. The second counseling session will consist of the parent(s), family, the youth participant, and the counselor. These sessions will allow the counselor to evaluate the interactions of the youth with their family and look for areas of improvement. The family session will also go over attendance concerns and academic performance and provide the family and youth with a plan to assist in the improvement efforts. Counseling sessions will identify the need for additional wrap-around services.

Parents will be given the opportunity to attend monthly parent forums at Unique Caring Foundation to provide parents with information and outlets to additional community resources. Parent forums will be causal environments for parents to interact with each other, counselors, and program staff while gaining useful knowledge to help their students improve. Individuals from partnering organizations will serve as speakers at the parent forums on topics ranging from absenteeism to college prep. These forums are designed to help parents gain information to be more involved in the solutions to student improvement and success.

High school participants will be given the opportunity to participate in monthly career and college prep sessions guided by SAT Coordinator. During these sessions, students will learn about various careers and higher education opportunities through research and speakers. Students will set goals and correspond with their counselor to create an action plan to achieve those goals. Whether it is getting a job or taking the necessary exams and applying to college, students will obtain necessary skills to succeed. This activity will aid

in increasing students' attendance and graduation rate because they will have something to work towards.

Students and parents will be given the opportunity to participate in monthly service learning activities, within the Charlotte Mecklenburg Community held on Saturdays, at designated times (9:00 am -12PM). The students will be allowed to choose the types of activities they participate in with guidance from program staff. Service learning activities will allow parents to be more involved and will further develop the sense of responsibility, self-awareness, social skills and problem-solving skills of the students.

2.14 DATA COLLECTION AND FEEDBACK

Project Cares will utilize web-based platforms to provide feedback on program participants program performance. The data results and reports will be shared with school, administrative staff, students, regular school teachers, and student's parents/guardian to monitor program efficiency.

Data will be collected daily, weekly and monthly by each Lead Teachers (site coordinators). Pre and post assessment data along with attendance records will be collected daily. Progress reports will be collected ongoing. Surveys will be conducted for all program stakeholders and turned in quarterly. As data is collected by Lead Teachers (site coordinators) it will be turned over to Project C.A.R.E.S Executive and/or Program Director for review and authenticity. The integrity and accuracy of the data will be ensured by working along with school administration for requested data. Also, we will maintain an up-to-date profile of the program findings; periodically draft written reports on process evaluation findings and provide corrections actions plans when necessary. The baseline for participants will be established by pre-assessments given to students upon entry into the program. The Executive and/or Program Director will collect data from the various sites weekly. The Executive and/or Program Director will use the input evaluation findings to assure that Project C.A.R.E.S program's goals/objectives are feasible for meeting the assessed needs of the students

2.15 PROGRAM DELIVERY, MONITORING, AND ASSESSMENT

Information about Project C.A.R.E.S. will be disseminates as soon as the project is funded. We will disseminate information about our program via flyers, our website, social media, local churches and community organization, the proposed school's websites, open houses, and the PTSA's. The website will also be updated to keep stakeholders informed about upcoming events, program findings, and successes. The Executive Director will prepare a semi-annual report that will be disseminated to the major program stakeholders.

The Family Institute for Health and Human Services, Inc. embraced the Context, Input, Process, Product (CIPP) EVALUATION MODEL for guiding the evaluation of the its

program goals/objectives and have developed quantitative and qualitative assessment tools to measure each evaluation question. The focus of the model is aimed at effecting long-term and sustainable program improvements. The CIPP Model, allows the evaluator to use quantitative and qualitative data analysis technique to address evaluation questions. A formative evaluation will be conducted in October, to gather baseline data, and again in February (mid-year evaluation) to make program improvements. The annual summative report will be conducted at the end of the program and contain the baseline and mid-year to examine the impact the program had on stakeholders.

2.16 DATA SHARING PROCESSES AND MECHANISMS

Meeting and workshops will be held to discuss input evaluation findings by program stakeholders. Annually we will prepare and deliver to the agreed-upon stakeholders an evaluation report providing an update on program-related needs, assets, and problems, along with an assessment of the program's goals and priorities. Periodically, as appropriate, discuss context evaluation findings in feedback sessions presented to the designated audiences. Program data will be shared with all necessary program stakeholders via semi and annual program evaluations. As well as, assessment data from performance.

The Family Institute for Health and Human Services, Inc. has developed multiple means of communicating with staff, students' regular day teachers and school administrators, as well as family members. We provide surveys to students, program staff, school administrators, parents, and community partners to help us continuously evaluate the program's effectiveness. Project C.A.R.E.S collaboration plan is covered in the Memorandum of Understanding Project C.A.R.E.S Center, Coulwood STEM Academy, Hidden Valley Elementary and West Charlotte High School,. Each school and site has agreed to the following: ensure that the Project C.A.R.E.S goals and objective are aligned with their School Improvement Plan(SIP), and is integrated into the school culture; Identify and recruit students for participation based on need; assign campus contact personnel to work with and assist in evaluating the program's effectiveness; attend community meetings, and special events; communicate with student's regular education teachers and families to gain support and buy-in for Project C.A.R.E.S; assist with teacher recruitment and support for the program; ensure that rooms have adequate space (gym, cafeteria, classrooms, computer labs, auditorium office, and storage) are available for program implementation; assist in interviews and make recommendations for Lead Teacher (site coordinator); have Data Clerk partnered with Lead Teacher (site coordinator) for appropriate data collection to meet necessary reporting, compliance, and evaluation needs; welcome the Lead Teacher (site coordinator) as part of the school's Leadership Team.

2.17 STUDENT BULLYING PREVENTION POLICY

It is the policy of the The Family Institute for Health and Human Services, Inc. to maintain learning environments that are free from harassment or bullying. This freedom includes, but is not limited to, freedom from harassment or bullying:

1. based on an individual's real or perceived race; color; religion; ancestry; national origin; sex; gender; socioeconomic status; academic status; gender identity /expression; physical characteristics appearance; sexual orientation; physical, mental, developmental, or sensory disability; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or
2. because of an association with a person who has or is perceived to have one or more of these characteristics. The Family Institute for Health and Human Services, Inc. prohibits any and all forms of harassment or bullying at any of our site locations or at sanctioned events.

All persons working at our site location or present at sponsored events are expected to conduct themselves in ways that promote a positive educational environment, consistent with the behavioral expectations set forth in this policy.

It shall be a violation of this policy for any student, tutor, director, other personnel, or third party, including but not limited to those subject to supervision and control of The Family Institute for Health and Human Services, Inc., to harass or bully any person based upon any differences of status including, but not limited to, those listed above. It shall also be a violation of this policy for any student, tutor, director or other program personnel to tolerate such harassment or bullying of any person by a student, teacher, director, other site personnel, or by any third parties, including but not limited to those persons subject to supervision and control of The Family Institute for Health and Human Services, Inc. The Family Institute for Health and Human Services, Inc. will establish training and other programs to enforce this policy and to help eliminate harassment and bullying as well as to foster an environment of understanding.

2.18 VOLUNTEERS

All Project C.A.R.E.S. staff will be required to meet the same standards required by teacher tutors.

2.19 CRIMINAL BACKGROUNDS

All Project C.A.R.E.S. staff and volunteers are required to meet rigorous background checks before being hired. All Staff/ volunteer verification and/or reference request will be referred to the Program Director. The request will be conducted according to The NC Reference Checking Law: Article 43 B of Chapter 1 of the General statutes, which reads: Immunity from civil liability for employers disclosing information as long as the information is true and accurate. Requests for pay verification for credit or mortgage purposes will be referred to the Program Director. In the event that

an incident was to occur involving the police after the Staff has started providing services, they are to inform Human Resources within 3 business days.

8.20 STUDNET HEALTH & ACADEMIC PRIVACY (HIPPA/FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all Schools/The Family Institute for Health and Human Services, Inc. that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools/The Family Institute for Health and Human Services, Inc. are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools/The Family Institute for Health and Human Services, Inc. may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, Schools/The Family Institute for Health and Human Services, Inc. must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows Schools/The Family Institute for Health and Human Services, Inc. to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other Schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools/The Family Institute for Health and Human Services, Inc. may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, Schools/The Family Institute for Health and Human Services, Inc. must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools/The Family Institute for Health and Human Services, Inc. must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school

**STUDENT/GUARDIAN HANDBOOK
ACKNOWLEDGMENT FORM**

I acknowledge that I have received a copy of The Family Institute for Health and Human Services Handbook and agree to follow all program policies and procedures.

I further understand that the information contained in the Booklet represents policies, procedures, and guidelines for The Family Institute for Health and Human Services: Project C.A.R.E.S and that The Family Institute for Health and Human Services: Project C.A.R.E.S reserves the right to modify the Handbook or amend or terminate any policy or procedure at any time.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Booklet, I should direct these questions to the Program Director, Felicia Brooks-Hamilton 704-753-7835.

Student Signature:

____/____/____
DATE:

Parent/Guardian Signature:

____/____/____
DATE: