



2009-2010

PARENT-STUDENT
H A N D B O O K

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Legend

△ Achievement Zone HS

▲ Achievement Zone MS

▲ Achievement Zone ES

Learning Communities

□ North

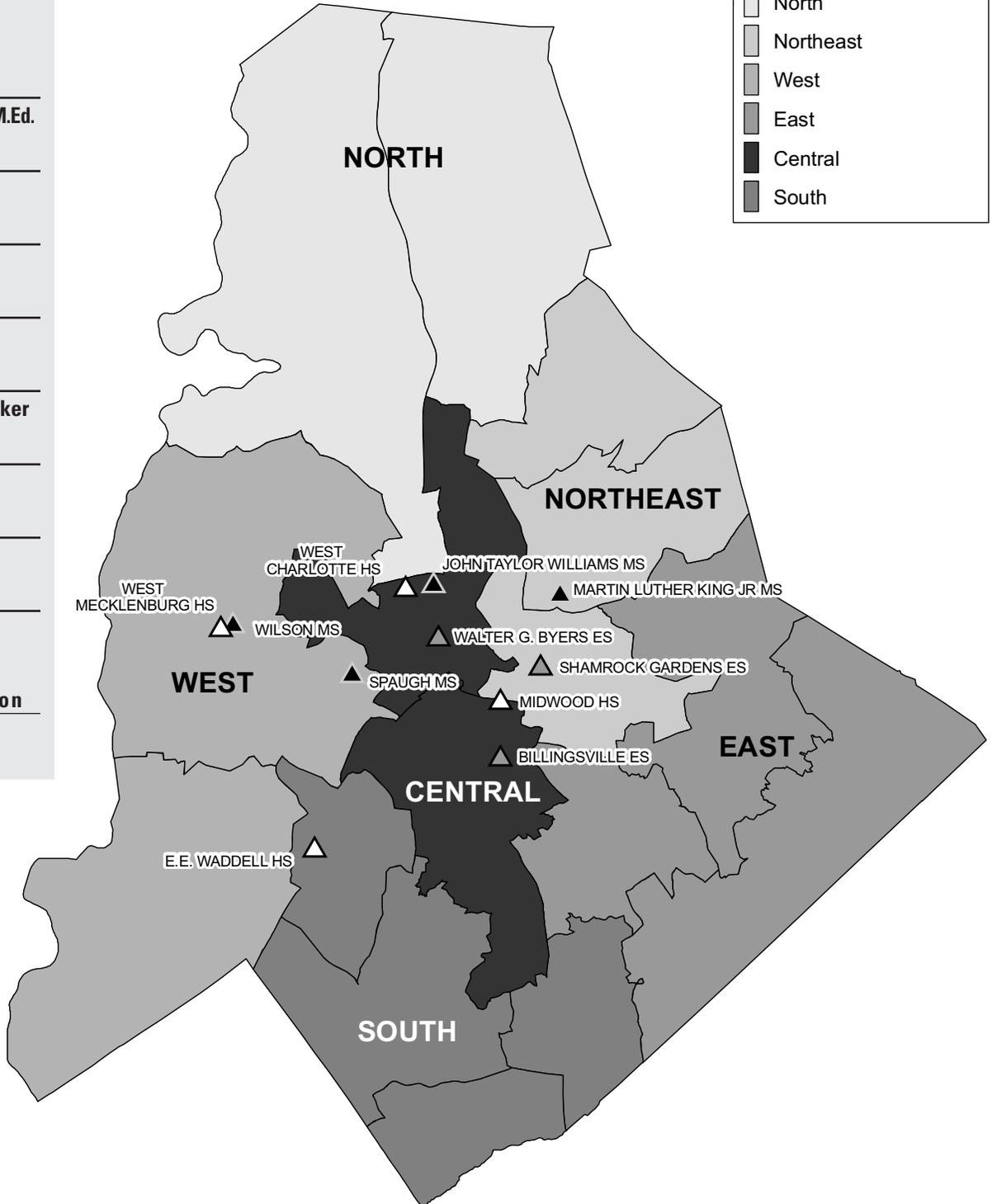
□ Northeast

□ West

□ East

■ Central

□ South



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Charlotte-Mecklenburg Schools is committed to student achievement and recognizes the important connection between home and school. Parents are a child's first and most important teachers.

The National PTA recommends parent involvement because many years of experience and study have shown that when parents participate in their children's education, students are more successful in school. Parent involvement is more important for student achievement than income, social standing or a parent's education level. We know that all families can help their children learn by doing several things:

- Creating a home environment that encourages learning
- Sharing high but reasonable expectations for learning and careers
- Getting involved with their children's education through school and community programs. Parent involvement helps schools, too.

(Compiled from Building Successful Partnerships, a publication of the National PTA, 2000)

The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly.

The Family and Community Services/Parent University

Department of Charlotte-Mecklenburg Schools is pleased to welcome you as an equal partner in your child's education. We are responsible for coordinating family support and participation in the schools and look forward to your suggestions and ideas. We hope you will call **(980) 343-6256** anytime you have questions or recommendations regarding family involvement.

There are many ways that families can become involved in elementary, middle and high schools. Parents can learn more by contacting their child's principal or parent leadership group (PTA/PTSA/PTO/Booster) at your school. Parents are also a critical part of the School Leadership Team, a committee which sets the school's mission and goals. Here are just a few ways parents can provide meaningful support to their children and build stronger school communities:

Visit the School Regularly – Don't wait for a special occasion! Get to know your child's teacher and principal. Come by for lunch. Visit the classroom and media center. We want to get to know you. Quality learning requires meaningful two-way communication. Please contact your school principal to arrange a visit.

Create Learning Opportunities at Home – Did you know that the home can be a classroom, too? Many wonderful opportunities abound in the home and community, as well as at school. Offer your child different kinds of reading material—magazines, newspapers and books. Take time to read with your child every day. Talk to your child often as you work around the house, run errands and shop. This will build vocabulary and develop critical thinking skills. Be sure to set aside time each day for your child to do his/her homework. Take time to talk about what your child is learning in school and review his/her work.

Advocate for Your Child – You know your child better than anyone. Make sure the teacher, principal and staff know of any

special needs your child may have. Contact school staff by telephone, in person or through a note, anytime you have a question or concern. Keep the school informed of any changes at home.

Attend Parent/Teacher Conferences – This gives parents and teachers a chance to discuss how children can do their best work. Parents are invited at the end of the first quarter for an annual conference with the classroom teacher. Parents may request a conference at other times, as well. **For example:**

- ▼ Anytime you would like to share information about your child.
- ▼ When you have a concern or want information about your child's progress
- ▼ When family needs may be having an impact on your child's progress

During a parent conference, parents may want to discuss:

- ▼ Information about your child such as hobbies, talents and study habits
- ▼ Ways you can work with the teacher to help the child be successful
- ▼ An outline of subjects covered in the course or grade
- ▼ How the child will be evaluated or graded

The first round of parent/teacher conferences will be held in October. Please contact your child's teacher(s) for more information.

Some schools provide student-led conferences to enhance student participation and achievement. Whenever you have a concern or a question, schedule a conference or a telephone conversation as soon as possible.

Access Parent Assistant – Parent Assistant is an Internet-based program that helps parents track their child's progress in school. For most grade levels, parents can see attendance, assignments, grades, disciplinary information and other data from any computer with Internet access. Parents must have a username and password to access this information. This information will be sent from the school or you can request it.

Join or Attend the School Leadership Team – Every school has a team charged with setting the school's mission and goals and monitoring student achievement. Call your school to find out how to become a part of the School Leadership Team. All teams meet once a month and these meetings are open to the public. The School Leadership Team is responsible for writing and monitoring the School Improvement Plan, which provides strategies for creating school and student success.

Volunteer – Share your talent, time and treasure with us! Serve as a tutor, a mentor or a lunch buddy. Visit your child's class to talk about your career or your hobbies. For specifics on volunteering, contact the school and ask for the family school advocate or family involvement staff member.

Join the Parent Leadership Organization – You can support students through PTA/PTSA/PTO or Booster activities like curriculum nights, book fairs and fundraising events. For information, call your school or contact the **Mecklenburg PTA Council** at **(980) 343-6244** or **www.meckpta.org**.

Attend Parent University Classes – Parent University is a community collaborative led by Charlotte-Mecklenburg Schools to help parents become full partners in their children's education. CMS partners with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. Parent University offers families – parents, grandparents and caretakers – a chance to learn about four areas or strands, which include:

Parenting Awareness – These topics provide parents with information about how they can support their children’s academic opportunities and today’s challenges.

Helping Your Child Learn in the 21st Century – These topics provide information that can empower parents to raise confident, educated children ready for the 21st Century.

Health and Wellness – These offerings support parents by providing information and activities to help families build healthy lifestyles – physically and emotionally.

Personal Growth and Development – These topics help parents to grow personally and professionally, so they can become the most effective advocates for their children.

The goal of Parent University is to increase parent involvement in the schools and empower parents to raise children who are successful in school, and in life. Workshops are held in schools, public libraries, YMCAs, houses of worship, businesses and other community locations. Workshops range from topics such as Helping Your Child Prepare for the End-of-Grade and End-of-Course Tests, to Preparing for Kindergarten, Middle and High School, to Surviving Adolescence. More than 60 course topics are available for families. To find out more about Parent University, call (980) 343-0318 or log on to the Web site for a full listing of classes at <http://www.cms.k12.nc.us>. Classes are held in the fall from September through November and in the winter/spring from January through April.

Have Family Fun! Spend a few minutes every day simply being together and enjoying each other’s company. Listen to your child. Let your child pick an activity to do with you, like playing a game or taking a walk. No one in the world can offer your child what you can. Remind your child that you belong to each other.

Parent Resources

Family and Community Services provides several tools to help families and community members participate in education. These publications are available to you through your school, on the CMS Web site (www.cms.k12.nc.us) or by calling **Family and Community Services/Parent University** at (980) 343-6256. Some of the resources include:

Family Curriculum Guides – These brochures describe the skills and subjects that students are studying in school. They are available by grade level from kindergarten through middle school.

Learning Compact – The learning compact is a friendly agreement between students, families, teachers and the school principal. The purpose is to help all the adults involved in a child’s learning be aware of each other’s roles and responsibilities in supporting student achievement. The compact is available this year for students in preschool through twelfth grade.

CMS Community Resource Quick Reference Guide – This publication offers an overview of community agencies that help families with child care, food, clothing, healthcare, mentoring, youth services and other needs.

School Staff – Your school is a community of experts that are available to you as you enhance the learning of your child. The most important person to know is the classroom teacher. You can contact your

child’s teacher by writing a note, sending an e-mail, calling the school or visiting the classroom. In addition to the teacher, there are many other staff members who help families and students succeed in education.

The principal is the instructional leader of the school and is responsible for student grade-level placement and for overall school operations. The assistant principal coordinates school curriculum and testing. The psychologist provides testing and consultive services to help students with special needs. The social worker helps students and families connect with any community resources they may need. The school counselor provides leadership for the implementation of the North Carolina Guidance curriculum, counseling for students, and consultation for parents and staff.

Resource teachers and literacy facilitators are trained in special strategies for teaching learning challenges. ESL teachers work with students and families whose native language is not English. The school nurse assists with health and medical needs, as well as immunizations. Speech therapists help children improve their written and spoken language communication.

In addition to these specialists, your school has a staff of experts in various fields, including music, art and physical education.

Volunteering at School

Charlotte-Mecklenburg Schools has a strong commitment to community and family involvement in schools. The Office of Strategic Partnerships is responsible for coordinating volunteer programs throughout CMS. The CMS volunteer supervisor works with individual schools, principals and school volunteer coordinators to provide support and assistance in managing their volunteer program.

In order to encourage parents and community involvement while assuring the safety of students, CMS has a volunteer screening policy. All volunteers are required to register and complete a criminal background check. We have three kinds of volunteer approvals: Supervised, unsupervised without driving and unsupervised with driving. Supervised volunteers will work under the direction and in the presence of CMS staff. Unsupervised volunteers may work with children without CMS staff present. Volunteers approved as “Unsupervised with driving” are allowed to drive children as part of their volunteer activity. Please note that volunteers who drive children must provide proof of insurance and a copy of their driver license to CMS Law Enforcement. The volunteer registration can be completed on the Web site.

How to Register

Go to: www.cmsvolunteers.com

Click *New Volunteer? Click Here to Register*

Each school is encouraged to provide quality volunteer experiences that will mutually benefit students and volunteers. Information on volunteering can be obtained by calling your school’s volunteer coordinator or the **CMS volunteer supervisor** at (980) 343-6245.

Charlotte-Mecklenburg Public Schools Foundation

The Charlotte-Mecklenburg Public Schools Foundation, a 501(c)(3) non-profit organization, was established in June 2004 to provide an inspiring teacher in every child's life. The Foundation's mission is to leverage resources to fund programs that enhance student performance and support excellence in teaching. The Foundation also serves as a visible, effective entry point for increased involvement in CMS schools from a community already nationally recognized for its support of public education. The Foundation invites you to become involved. Please consider making a donation to the Foundation. For additional information, click on Departments on the CMS homepage and click Partnerships.

The School Leadership Teams

One of the most valuable opportunities for parent/family involvement is the School Leadership Team (SLT) at each school. Parents are selected by the school's parent body and are appointed to serve on the teams. The SLT has an advisory role, supporting the principal as the school's instructional leader and advising the principal in the areas of planning, management, communication and evaluation.

In addition, each school will have a number of committees for parents to help advise and support the school's educational process. The PTA/PTSA or PTO will have a number of committees and the principal may assign parents to committees.

Learning Communities

Charlotte-Mecklenburg Schools decentralized in 2007-2008 at the request of the Board of Education. It is also part of Superintendent Peter C. Gorman's *Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally*. Our decentralization plan moves decision-making and authority closer to the classroom by giving schools more flexibility.

Under the plan, CMS has been reshaped into six geographic learning communities and a seventh area, called the Achievement Zone, to deliver education more efficiently and effectively. Each school has become more closely aligned with the community it serves. The plan puts resources and administration closer to parents and other members of the public.

The learning communities are the execution of the Strategic Plan's Goal V: Freedom and Flexibility with Accountability. That goal was based on the Board of Education's Theory of Action, which called for a combination of managed performance and empowerment in the district.

For more information about the plan, the six geographic learning communities, the Achievement Zone and to view maps of the area, visit <http://www.cms.k12.nc.us/lc/Pages/default.aspx>.

Parent-Teacher Conferences

A parent-teacher conference is an opportunity for a child's parent(s)/guardian and teacher to meet to discuss how the child can best achieve in school. At the elementary and middle school levels, conference time is set aside at the end of the first grading period for parents to meet with their children's teacher(s). The two-way communication goes beyond the report card to bring out more facts and to create better understanding of the child's progress. The parents and teacher together form the ideal partnership to help the child. The school will communicate the dates for parent-teacher conferences. Parents can also request a conference any time during the year.

Parents are encouraged to ask for a conference:

- ▼ When they want to share information about their child.
- ▼ When they are concerned or just want information about their child's academic progress.
- ▼ When there are family concerns that may affect the child's progress.

Parents should make a list of points to ask, share or discuss such as:

- ▼ The child's hobbies, talents, study habits and any sensitive issues (i.e. weight, health concerns, disabilities, shyness, etc.) that can help the teacher know and understand the child.
- ▼ An outline of topics to be covered in the subject area(s).
- ▼ Factors in grading the child's progress.
- ▼ How the child is performing - test scores, homework grades, behavior in class.
- ▼ Planning how parents and the teacher can help the child become more successful.

If your child is having difficulty and your school has contacted you about it, schedule a conference as soon as possible. Please do not wait until it is too late to address the concern. A timely conference is the best way to assure your child's success in school. After the conference, talk with the child about the results and make follow-up contacts with the teacher. The school will also contact parents/guardians to schedule conferences.

Parent Concerns

Parents want the best for their children and so does Charlotte-Mecklenburg Schools. With that in mind, the school district encourages parents to call if they have concerns or suggestions. If a parent has a school-related concern, they should seek resolution at the individual school by contacting:

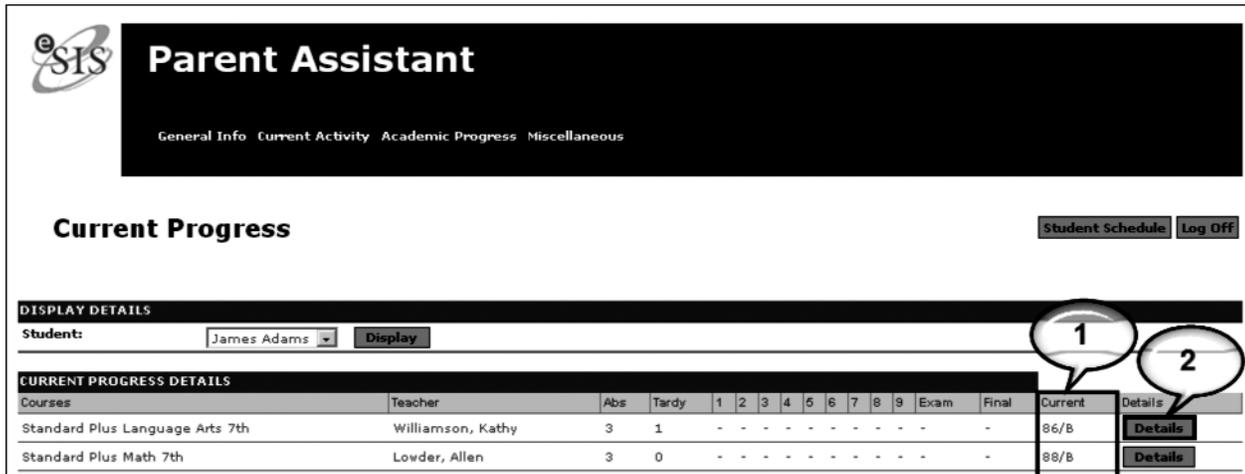
- First, the teacher;
- Second, the principal.
- If the issue remains unresolved, then the learning community area superintendent assigned to the school can be contacted.

Parent Assistant

CMS wants parents to be involved in their child's education and Parent Assistant can help you stay involved. Parents can check their child's homework assignments, attendance reports and grades from any computer with Internet access, any time. Parent Assistant is a computer-access program that helps parents track their child's progress in school. The program allows for easy communication between parents and teachers. It also allows parents to update their child's personal information and family contacts.

Current Progress in Parent Assistant Module

A common question from parents is the discrepancy between the current grade listed on the Current Progress screen in the Parent Assistant Module (PAM) and the actual average for a reporting term in the teacher's spreadsheet.



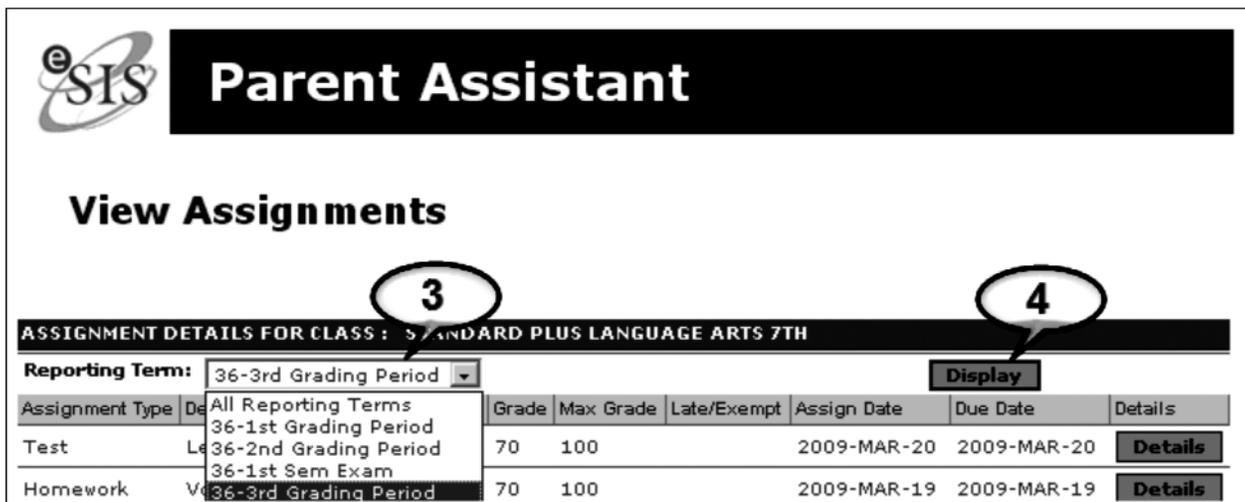
Parent Assistant
General Info | Current Activity | Academic Progress | Miscellaneous

Current Progress Student Schedule | Log Off

DISPLAY DETAILS
Student:

CURRENT PROGRESS DETAILS																
Courses	Teacher	Abs	Tardy	1	2	3	4	5	6	7	8	9	Exam	Final	Current	Details
Standard Plus Language Arts 7th	Williamson, Kathy	3	1	-	-	-	-	-	-	-	-	-	-	-	86/B	<input type="button" value="Details"/>
Standard Plus Math 7th	Lowder, Allen	3	0	-	-	-	-	-	-	-	-	-	-	-	88/B	<input type="button" value="Details"/>

1. The Current Progress screen in the PAM shows a cumulative average of the student's grades for all assignments of a course during the entire year.
2. To find the student's actual current average for a nine-week period, click on the Details button for the course.
3. Click the drop-down arrow to select a specific nine-week reporting term.
4. Then click the Display button to reveal the actual average for a student's grades in that grading period.



Parent Assistant
General Info | Current Activity | Academic Progress | Miscellaneous

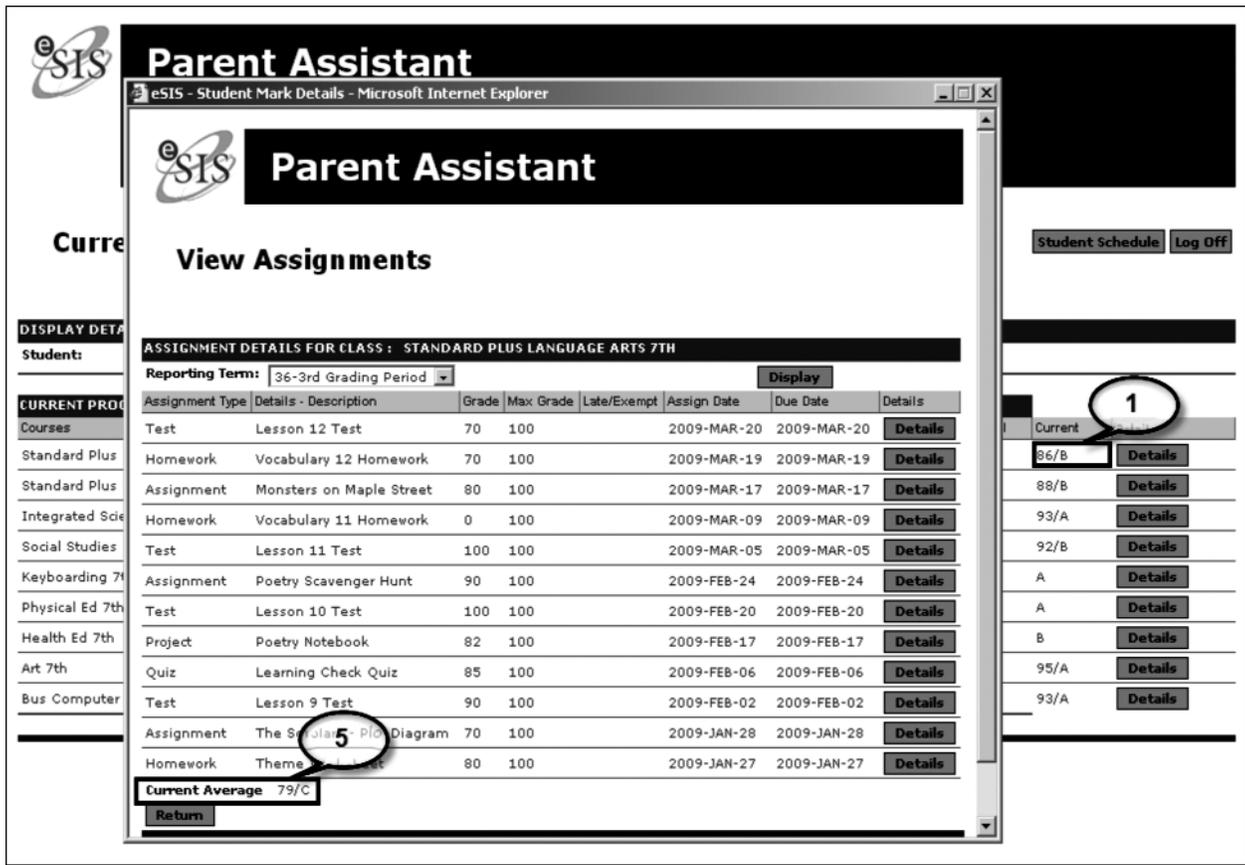
View Assignments

ASSIGNMENT DETAILS FOR CLASS : STANDARD PLUS LANGUAGE ARTS 7TH

Reporting Term:

Assignment Type	Description	Grade	Max Grade	Late/Exempt	Assign Date	Due Date	Details
Test	Le...	70	100		2009-MAR-20	2009-MAR-20	<input type="button" value="Details"/>
Homework	V...	70	100		2009-MAR-19	2009-MAR-19	<input type="button" value="Details"/>

5. The list of assignments for the selected reporting periods and the student's current average for that reporting period are shown on the following screen. The difference between the cumulative average grade shown on the first screen and the actual grading period average may be a few points or it may be significantly different.



Parent Assistant

View Assignments

ASSIGNMENT DETAILS FOR CLASS : STANDARD PLUS LANGUAGE ARTS 7TH

Reporting Term: 36-3rd Grading Period

Assignment Type	Details - Description	Grade	Max Grade	Late/Exempt	Assign Date	Due Date	Details
Test	Lesson 12 Test	70	100		2009-MAR-20	2009-MAR-20	Details
Homework	Vocabulary 12 Homework	70	100		2009-MAR-19	2009-MAR-19	Details
Assignment	Monsters on Maple Street	80	100		2009-MAR-17	2009-MAR-17	Details
Homework	Vocabulary 11 Homework	0	100		2009-MAR-09	2009-MAR-09	Details
Test	Lesson 11 Test	100	100		2009-MAR-05	2009-MAR-05	Details
Assignment	Poetry Scavenger Hunt	90	100		2009-FEB-24	2009-FEB-24	Details
Test	Lesson 10 Test	100	100		2009-FEB-20	2009-FEB-20	Details
Project	Poetry Notebook	82	100		2009-FEB-17	2009-FEB-17	Details
Quiz	Learning Check Quiz	85	100		2009-FEB-06	2009-FEB-06	Details
Test	Lesson 9 Test	90	100		2009-FEB-02	2009-FEB-02	Details
Assignment	The S... Diagram	70	100		2009-JAN-28	2009-JAN-28	Details
Homework	Theme ...	80	100		2009-JAN-27	2009-JAN-27	Details

Current Average 79/C

Return

Parents should contact their child's teacher if they have questions regarding their child's assignments, grades or school-related information located within the Parent Assistant program.

Ways to get quick, up-to-date information about CMS.

CMS TV

CMS Television is on the air 24 hours a day on cable television and the Internet, providing exclusive coverage of Charlotte-Mecklenburg Schools.

The station provides a variety of programming, from CMS news and information, educational programming, live coverage of Charlotte-Mecklenburg Board of Education meetings and special events.

In addition, the station features locally produced programs designed to highlight the achievements of CMS students and staff, and keep parents and the community informed.

- ***ABOVE and BEYOND***, a monthly show dedicated to CMS' hard working and award-winning staff in appreciation of their efforts to improve the district (airs weekends at 7:30 p.m. and 10:30 p.m.).
- ***CMS Magazine***, a monthly show featuring the programs and personalities of Charlotte-Mecklenburg Schools (airs weekends at 7 p.m. and 10 p.m.).
- ***News Updates***, Every hour, every day catch the latest news and information about events happening in the schools, the administration and the community.
- ***Parents CONNECT***, a monthly resource and information show for parents who want to get connected with their child's education (airs weekends at 6 p.m. and 9 p.m.).
- ***SportsBeat***, a local high school sports show covering all sports in all seasons. It highlights the athletes who play for the love of the game (airs weekends at 5 p.m. and 8 p.m.).
- ***UPFRONT! with The Superintendent***, a monthly program in which CMS Superintendent Dr. Peter Gorman provides direct answers to parents about current events happening in the school district (airs weekends at 6:30 p.m. and 9:30 p.m.).

CMS TV can be seen on:

Time Warner Cable - Charlotte: Channel 3

Time Warner Cable - North Mecklenburg: Channel 21

MI Connection: Channel 21

For a complete listing of shows and air times, visit CMS TV's site at cmstelevision.com.

Making the Grade Newsletter

Making the Grade newsletter is mailed to the homes of CMS families.

Topics include: student achievement, teacher excellence, awards, schedules, curriculum and instruction planning, school performance, student assignment, magnet schools and lottery programs, budget information, Board of Education updates, construction and transportation information and volunteering in CMS.

CMS Web site – www.cms.k12.nc.us

The CMS Web site offers up-to-date information on the latest district news. The site, located at www.cms.k12.nc.us, provides daily news updates, as well as departmental information, school profiles, testing information, board policies, calendars, bell schedules, weekly school lunch menus and much more. **About Us** (<http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/FactSheets.aspx>) offers helpful fact sheets and information on the district.

Inclement Weather

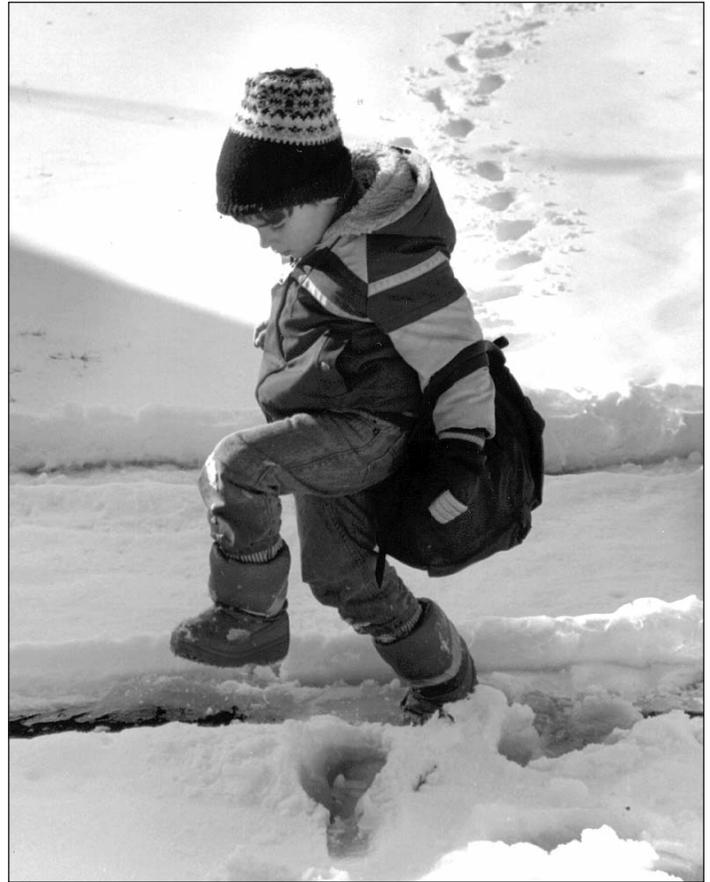
The safety of all children is our first concern when deciding if schools must be closed or closed early because of weather conditions. Here are some important points to remember:

- The decision to close schools will be made no later than 5:30 a.m. If possible, the decision will be made the evening before.
- Tune in to area radio and television stations, CMS TV and the CMS Web site for the announcement or contact a neighbor who can listen for you. You can also call the **Communications Office** at **(980) 343-7450**.
- Spanish-speaking families are encouraged to call **(980) 343-4777**.
- Do not call schools or the news media. Generally, all Charlotte-Mecklenburg Schools will be affected by the decision, not just schools in areas of the county where weather conditions are most severe.
- If no announcement is made, then schools will operate on a normal schedule.

Weather conditions sometimes worsen during the day after children have arrived at school. If early dismissal of schools is necessary, information will be announced on local radio and television stations (including CMS TV) and placed on the CMS Web site. Working parents are advised to make arrangements for childcare on days when schools must be dismissed early. If school is canceled or dismissed early, all activities for students, including CMS after school activities and After-School Enrichment Programs (ASEP), will be canceled.

If you have questions about CMS, contact the **Communications Office** at **(980) 343-7450**, log on to our Web site at www.cms.k12.nc.us or watch **CMS TV**.

Days missed because of school closures must be made up, usually on teacher workdays. The schedule of make-up days is included in the CMS academic calendar (<http://www.cms.k12.nc.us/mediaroom/calendars/Pages/Calendars.aspx>).



Registering Your Child for School

To determine your child's home school, contact **Student Placement** at (980) 343-5335. The home school is based on a parent's or guardian's home address. A family that wishes to enroll in the home school can go directly to that school and complete the enrollment and registration process.

Family Application Center

The CMS Family Application Center (located at 700 Marsh Road) provides families with information on how to enroll their children in Charlotte-Mecklenburg Schools and school options available to families. Staff members are on hand Monday through Friday from 8 a.m. until 5 p.m. to answer questions related to student assignment, including the enrollment process. For more information, call **980-343-5335**.

In addition, the Family Application Center houses the Bright Beginnings program, the district's pre-Kindergarten literacy program. Families can call (980) 343-5950 to find out more about this award-winning program for four-year-olds and the application and screening process.

The district's International Center is located at the Family Application Center and provides support to families who primarily speak a language other than English. Staff are available to answer questions and assist with screening students for the English as a Second Language (ESL) program. To find out more, call (980) 343-3784.

School-Entry Requirements

Health Assessments: In compliance with North Carolina law, all students entering kindergarten must present a health assessment (physical exam report) by the first day of school entry. The assessment must have been completed within 12 months before school entry.

Immunizations: In compliance with North Carolina law, parents/guardian must present certification of completed immunizations on or before the first day of school entry. If documentation is not presented, parents and/or guardians have 30 calendar days to provide documentation or the student shall be excluded from school until proof is presented.

According to North Carolina state law, every student must present the following information by the time of school entrance. If the student is entering from another North Carolina school, he/she must submit an immunization record at registration. Students from out-of-state have thirty (30) days to comply. Failure to comply will result in exclusion.

If you have a religious belief or your child has medical issues which preclude immunization, you are required to provide documentation.

Exemptions: *Religious belief:* a written statement signed by the parent stating a bonafide religious belief is required.
Medical: Written documentation from a physician is required.

Requirements for School Entry

Age/Grade	Number Of Doses
2-4 Years/Pre-K <i>Physical exam dated within one year before school entry</i>	4 DTP/DTaPDT 3 Polio 3 HIB 3 Hep B 1 MMR 1 Varicella
Grade K-5 <i>Kindergarten only: physical exam dated within one year of school entry</i>	5 (4) DTP/DTaP/Dt3/Td 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella
Grade 6 <i>Kindergarten only: physical exam</i>	5 (4) DTP/DTaP/Dt3/Td 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella 1 Tdap
Grade 7-9	5 (4) DTP/DTaP/Dt3/Td 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella if born on or after 4-1-2001
Grade 10-12	5 (4) DTP/DTaP/Dt3/Td 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella if born on or after 4-1-2001

(The Mecklenburg County Health Dept. maintains a list of currently required immunizations on its Web site: www.immunizenc.org)

- **DPT/DTaP/DT/Td vaccine for students entering grades K through 12:**
Five doses are required. However, if your child received the 4th dose after the 4th birthday, further doses are not required. Students beginning the series after age 7 years only need 3 Td doses.
- **Tdap: one dose for students entering 6th grade:**
Required if five years or more have passed since last tetanus-diphtheria toxoid, (DPT/DTaP/DT/Td) effective 08/01/08.
- **Polio vaccine for students entering grades kindergarten through 12:**
Four doses are required for children who received all IPV or all oral poliovirus (OPV) series: However, if child received the 3rd doses after the 4th birthday, further doses are not required. If both OPV and IPV were administered as part of a series, a total of 4 doses should be given regardless of the child's current age.
- **HIB: (Haemophilus influenza type b vaccine)**
two or three doses, depending on the type of vaccine, and a booster dose after 12 months of age. Children who have reached their 5th birthday are NOT required to be vaccinated against Haemophilus influenza type b.
- **Hepatitis B---"Hep B"**
Three doses are required for all children born on or after 7-1-1994 (third doses must be given after 24 weeks of age).
- **MMR (2 doses of measles, 2 doses mumps and 1 dose of rubella -- usually given as MMR)**
The first dose of MMR vaccine must have been received on or after the first birthday. 2nd dose is required, usually done with kindergarten boosters. (Note: a dose 4 days or less before the 1st birthday is also acceptable.)
- **Varicella (chickenpox) vaccine.**
One dose required for all children born on or after 4-1-2001. The dose must be given on or after the 1st birthday (or no more than 4 days before the 1st birthday). A second dose of varicella vaccine should be given at age 4-6 years. If the child has had chicken pox disease, the vaccine is not required.

It is the commitment of Charlotte-Mecklenburg Schools that every member of our community will practice good character traits, including respect, responsibility, honesty, caring, justice and fairness, citizenship, courage, perseverance and hope. As part of the emphasis on character education, parents, teachers and other adult role models will highlight positive character in literature, curriculum-related areas and in life's lessons. Suggestions for helping students develop character can be found on the CMS Web site at www.cms.k12.nc.us.

Honor Code

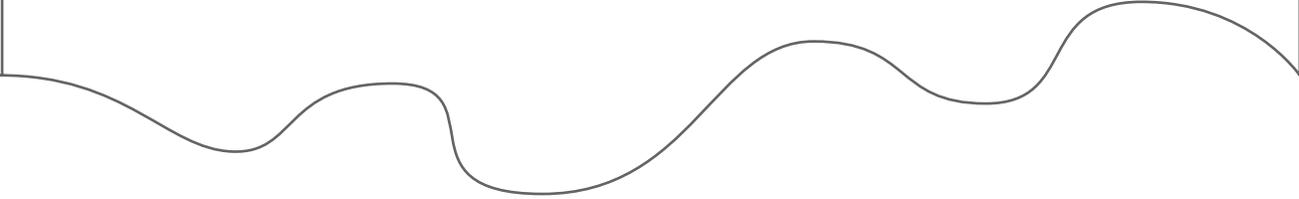
Our character development initiative encourages students to consider the implications of their behavior. Student leaders from the Charlotte Mecklenburg Schools Association of Student Councils wanted to help promote academic honesty and to encourage their peers to reflect on the value of academic integrity. As a result, they wrote an honor code for middle and high school students. **The honor code reads:**

As a student of _____ school, I will:

- *Not cheat or help others cheat.*
- *Take pride in my school and how I represent it.*
- *Be responsible for my own actions.*

*I understand that violating this honor code compromises my self respect.
I will follow this honor code and help others to do the same.*

Signing here reflects my commitment: _____



After-School Enrichment

The After-School Enrichment Program (ASEP) provides programming for Pre-Kindergarten through 8th grade students beyond the regular school day. ASEP offers a safe, nurturing and enriching environment with a relaxed atmosphere and activity choices. Programming is designed to further the growth of children's social skills and to support their academic achievement. Curriculum-correlated activities are planned daily to reinforce reading and math skills. There is time for talking with friends, playing games of strategy, physical and recreational activities and reading. Homework sessions are supervised and a snack is provided.

After-School Enrichment is offered at four Pre-K Centers, most elementary schools (serving K-5 students) and nine middle schools. CMS does not provide transportation home from ASEP. You may enroll your child at an ASEP site different from the school site he/she attends, but school bus transportation from school to the ASEP site will be provided only within the attendance boundary or magnet program boundary (if applicable) of your child's school. ASEP is open from school dismissal until 6 p.m. Weekly fees are \$56 (first child), \$54 (second child) and \$46 (subsequent children). This fee includes programming on all school days and all day on teacher workdays. ASEP also offers optional programming on days that are not school holidays during winter break and spring break. Daily fees for these optional days are \$20 (first child) and \$18 (subsequent children).

Elementary School Sites

Albemarle Road
Nathaniel Alexander
Allenbrook
Bain
Ballantyne
Barnette
Barringer Academic Center
Berewick
Berryhill
Beverly Woods
Blythe
Briarwood
Walter G. Byers
Chantilly Montessori
Clear Creek
Collinswood Language Academy
Cornelius
Cotswold
David Cox Road
Croft Community School
Crown Point
Davidson

Devonshire
Dilworth
Druid Hills
Eastover
Elizabeth Lane
Elizabeth Traditional
Elon Park
Endhaven
First Ward
Greenway Park
Joseph W. Grier Academy
J. H. Gunn
Hawk Ridge
Hickory Grove
Hidden Valley
Highland Creek
Highland Mill
Highland Renaissance Academy
Hornets Nest
Huntersville
Huntingtowne Farms
Idlewild
Irwin Avenue Open
Lake Wylie
Lansdowne

Lebanon Road
Lincoln Heights
Long Creek
Mallard Creek
Matthews
McAlpine
McKee Road
Merry Oaks
Montclair
John M. Morehead
Mountain Island
Myers Park Traditional
Nations Ford
Newell
Oakdale
Oakhurst
Oaklawn Language Academy
Olde Providence
Park Road Montessori
Paw Creek
Pawtucket
Pineville
Pinewood
Piney Grove
Polo Ridge

Providence Spring
Rama Road
Reedy Creek
River Gate
River Oaks Academy
Sedgefield
Selwyn
Shamrock Gardens
Sharon
Smith Language Academy (K-6)
Smithfield
Statesville Road
Steele Creek
Sterling Paideia Academy
Stoney Creek
Thomasboro
Torrence Creek
Tuckaseegee
University Meadows
University Park
Villa Heights Academic Center
J.V. Washam
Westerly Hills
Whitewater Academy

Winding Springs
Windsor Park
Winget Park
Winterfield

Pre-K Sites

Double Oaks Pre-K
Park Road Montessori
Plaza Road Pre-K
Starmount Pre-K
Tryon Hills Pre-K

Middle School Sites

Community House
Alexander Graham
Piedmont Open
Ranson
Sedgefield
Bishop Spaugh
J. T. Williams
Wilson

**A minimum enrollment of 15 students is required by Aug. 1 for middle school programs to operate.*

Before-School Care Program

Before-School Care is offered at some schools that begin their instructional day at 8:30 a.m. or later. Fees for this service are \$25 weekly for children not in After-School care and \$18 weekly for children also enrolled in the After-School Enrichment Program.

Summer-Enrichment Day Camp

Summer-Enrichment Day Camp is offered for seven weekly sessions in the summer at several school sites around the county. Day Camp activities include swimming, weekly field trips, sports and games, art, drama, music activities, nature exploration and nutritious snacks. Weekly fees in summer 2009 were \$115.

For More Information

Pre-K and Elementary After-School, Before-School and Summer-Enrichment programs are licensed by the state Child Development Division and staffed at a ratio of one adult to 18 children or two adults to 25 children. **Child Care Resources** at (704) 376-6697 can subsidize eligible families. Parents may call the **ASEP Office** at (980) 343-5567 for more information.

Key: **Bold** = Before School

There is strong evidence of a direct correlation between good attendance and student achievement. At the beginning of the school year, parents and students are notified by each school of its attendance policy. Parents and guardians are responsible for seeing that their children attend school each day it is in session, according to Charlotte-Mecklenburg Board of Education Policy JHBB and the NC Compulsory Attendance Law (N.C. G.S.-§115C-378). Under this law, a parent may be prosecuted in a criminal action if a student under the age of 16 has in excess of 10 unlawful or unexcused absences. The maximum penalty provided by law upon conviction is 20 days imprisonment, a fine of \$200 or both, at the discretion of the judge. In addition, a child between the ages of 6 and 16 could be referred by the school to the Department of Juvenile Justice and Delinquency Prevention for the filing of a petition asking the court to find the child to be undisciplined. A notification letter is sent indicating that legal action will be taken when a student has 10 unexcused absences. Parents can request a copy of Form 5123.21 from the school office which requests excused absence(s) for valid educational opportunities. A student must attend school for at least half of the day to be counted present.

The following absences are school initiated and principal approved:

- Field trip (school-initiated activity)
- Verified interview—College Day (high school juniors and seniors)
- Special programs (community program sanctioned by the school district or approved by the principal that is of educational value)
- Explorers (secondary schools)
- Religious holiday (approved religious holidays)
- Internship (includes pages—secondary schools)
- Junior Achievement (secondary schools)

The absences listed below are considered excused once school personnel have received verification:

- Illness of student
- Death in the immediate family
- Quarantine
- Approved educational opportunity (Form 5123.21, available at school)
- Doctor appointment
- Court or administrative proceedings

The absences listed below and all other absences not listed above are unexcused:

- Bad weather
- Missing the bus
- Car trouble
- Lack of heat, water or electricity
- Shopping
- Babysitting
- Lack of clothing or shoes
- Oversleeping

When a child returns to school following an absence, the student must assume the responsibility for contacting individual teachers immediately about making up the missed work. Arrangements must be made no later than five school days after the student returns to school. If the work is satisfactory, full credit should be given for the completed work.

The school may notify parents about the child's absence and the parents are also encouraged to call the school when the child is (or will be) absent. After 10 consecutive all-day unexcused absences, the teacher will report the absence to the attendance official/principal. The student will automatically be placed in the category of "violation." The principal and staff of each school will implement a plan for reporting class absences.

Students are expected to attend school regularly. Studies show that students who have a high rate of absenteeism do not perform well in class or on tests. Parents should stress to their child(ren) the importance of attending school regularly.

High School Guidelines for Attendance and Recovery

Absence Rule: A student in grades 9-12 missing 11 days or more in a year class or six days or more in a semester class for any reason other than a principal-approved absence will receive a grade of “F” for the course based on CMS Regulation JHBB-R.

Recovery Program: A student in grades 9-12 missing 11 days or more per class or six days or more for a semester class should participate in the school-based Recovery Program available at each high school. Students may recover absences by class during the Extended Day Program, Saturday Academy or with an individual teacher. Students will need to recover time by course under the supervision of a licensed staff member. Students must recover excess absences “hour-for-hour” in order to officially recover each class absence.

Students with excessive absences who have a passing grade in a class and who are unable to recover all absences for that class may submit a written appeal to the school’s Attendance Appeal Committee. The Attendance Appeal Committee will evaluate the student’s appeal based on grades, participation in the Recovery Program and teacher recommendation. A parent who disagrees with the decision of the Attendance Appeal Committee may appeal to the principal. Middle school attendance guidelines can be found in the middle school section of this Handbook.

Tardies

The CMS expectation is that students will be at school on time. Students tardy for such reasons as oversleeping, missing the bus or being transported late by private vehicle are not considered excused. In addition, students are expected to remain at school and be on time for the remainder of the day. Many high schools use the lock-out program that allows teachers to deal effectively with students who are tardy. Students who are tardy to class are refused admission to their regularly scheduled class and must go to a designated area to complete classwork or to do work assigned by the administration.

Tolerate No Truancy (TNT) Program

Truancy is one of the major problems confronting public schools throughout the country. Research shows that there is a high correlation between truancy, the school dropout rate and juvenile delinquency. It is an expectation of Charlotte-Mecklenburg Schools that all students attend school regularly. To help with the truancy problem, the TNT (Tolerate No Truancy) program was established by local agencies and institutions along with Charlotte-Mecklenburg Schools. Through the program, local law enforcement agents are approaching suspected truants on the streets of Mecklenburg County and returning them to school. Parents are being contacted and intervention methods for encouraging school attendance are being used. By calling **(704) 331-4TNT (331-4868)**, parents and community members can report students who are not in school.

The CMS *Student Rights, Responsibilities and Character Development Handbook* is a comprehensive document that covers expected behavior of students while they are on the bus, at school and involved in school-sponsored activities. In addition, consequences for inappropriate behavior are clearly spelled out.

All students and parents should read this handbook, sign the pledge form in the front of the handbook agreeing to adhere to the guidelines established within the *Student Rights, Responsibilities and Character Development Handbook* and return the form to the school. The handbook is sent home with all students at the beginning of the year. If you have not received a copy of the *Student Rights, Responsibilities and Character Development Handbook*, please call your school immediately. It is also available online.

The executive director of Alternative Education and Safe Schools maintains the right to address issues occurring BOTH on and off any elementary or secondary campus that have specific implications on the educational environment, including circumstances when the student's behavior indicates that his/her continued presence in school constitutes a clear threat to the safety of other students or employees. Decisions may include assignment to an alternative educational site or exclusion. **N.C.G.S. §115C-391(d)**

Issues that occur while a student is in transit from home to school or returning home from school may also be addressed when the incident shows a direct and immediate effect on school operations. This would include fights and/or assaults that occur at the bus stop. This includes when plans to violate the Code of Student Conduct are made at school and then carried out in the neighborhood (community).

In-School Suspension (Middle School Only)

In-school suspension (ISS) is a therapeutic, disciplinary measure used to establish and maintain an orderly school atmosphere which is conducive to learning. It is regarded as a severe measure to deal with exceptions rather than common misbehaviors.

Students are required to spend the designated number of hours/days in the program and absences from school will not reduce that time. Students will receive individual counseling and group counseling to help them understand the nature of their problems contributing to their behavior.

To allow the students' regular academic work to continue, the ISS teacher will assist students in the completion of assignments from their regular teachers. The ISS teacher will coordinate with Student Services personnel to develop and provide self-assessment materials for students to complete, both individually and in small groups. There should also be supplementary materials on test-taking skills, reading improvement and math remediation for students to complete. Students certified as exceptional will also have access to an EC teacher when appropriate.

Out-of-School Suspension

The Board of Education believes that an educational opportunity is the right of every student and that the school district will seek to provide an atmosphere conducive to the orderly pursuit of this right. Principals attempt to foster the learning process for every child through reasonable means; however, there are occasions when principals must take extreme measures to deal with behaviors that are not acceptable at school.

Out-of-school suspension is a measure taken for the protection of the student and his/her peers and to help the student deal with his/her problems. Principals are required to follow certain steps before suspending a student which include investigating the situation, attempting to conference with the pupil's parents/guardian and providing written notice of suspension. The number of days for suspension is determined by the principal.

For more information, be sure to read the *Student Rights, Responsibilities and Character Development Handbook*, available online at www.cms.k12.nc.us and distributed to every family at the beginning of the school year.

State Laws Impacting Discipline

LOSE CONTROL - LOSE YOUR LICENSE

N.C.G.S. § 20-11(n1)

Any student enrolled in grades 8-12 or any student who is 14 years old or older and whose behavior on school property results in an expulsion, a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days (for violations listed below) WILL LOSE his/her driver's license.

The following violations are included:

- Possession or sale of alcohol or illegal controlled substances
- Possession or use of a firearm or other weapon
- Physical assault on a teacher or other school personnel

BOMB THREATS or PERPETRATING HOAXES

N.C.G.S. §115C-391(d3)

N.C.G.S. §1-538.3

It is a felony, which requires an automatic 365 day suspension, for any person to make a school related bomb threat or hoax. It includes making or communicating a false bomb threat in any form, including computer messages. Parents or legal guardians will be held liable for costs resulting from the disruption or dismissal of school or school activities. Parents or legal guardians can be liable for up to \$25,000 for hoaxes and up to \$50,000 if a firearm, bomb or other explosive device is discharged if it is determined that their supervision of the minor was negligent.

CLEAR THREAT TO THE SAFETY OF OTHER STUDENTS/EMPLOYEES

N.C.G.S. §115C-391(d)

A local Board of Education may, upon recommendation of the principal and superintendent, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

Educational Options for High School Dropouts

If you are 16 or 17 years of age and have dropped out of school more than 6 months ago, call **Arbor Education and Training** at **(704) 364-8898**.

- Provides training in job readiness
- Will facilitate students in entering Central Piedmont Community College after a six-month waiting period

If you are 16 or 17 and have dropped out of school for at least six months, have a CMS release form completed and signed by your former principal, call **CPCC GED program** at **(704) 330-6125**.

- GED is equivalent to a high school diploma
- Students must pass all sections of the test
- Program is self-paced and utilizes computer-aided instruction

If you are 18 and are interested in high school completion, call **CPCC Adult High School** at **(704) 330-6129**.

- Students must be 18 – no exceptions – and must take placement tests
- 20 units of credit are required along with passing scores on the NC Competency Tests for the diploma
- Students take the classes on CPCC's main campus

The **BRIDGE** program offers classes to prepare students for a GED program or the CPCC Adult High School Diploma program. There is no six-month waiting period. If you have any questions, please call **(704) 377-5371**.

If you are 16-18 and interested in a free residential program for the GED, call **Tarheel Challenge** at **1-800-573-9966** (www.ngycp.org/state/nc).

- Program is run by the National Guard for 16-18 year olds
- Residential program is five months
- Located near Clinton, NC
- GED studies offered
- Cannot be on probation or have a pending court date
- Will consider 19 year olds on individual basis

If you are 16-24 years old and interested in a residential program for either the GED or adult diploma, call **Job Corps** at **(704) 344-0240**.

- GED or high school diploma along with job training
- Cannot be on probation or have a pending court date
- Must meet the job corps qualifications

If you have dropped out of school and need further assistance, please call the high school counselor chairperson at the last school you attended.

The Purpose of Programs for Exceptional Children

The primary purpose for Exceptional Children programs is to ensure that students with disabilities develop academically, mentally, physically and emotionally through the provision of an appropriate and individualized education in the least restrictive environment.

Exceptional Children are students who are unable to have all their educational needs met in a regular class without receiving special education or related services. Classifications of Exceptional Children include those who have autism, deaf-blindness, deafness, developmental delay (applicable only to children ages three through seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment including blindness. Exceptional Children programs and services are identified as both instructional programs and instructional support services, depending upon the educational needs of an individual student.

Content Sequence and Learning Outcomes

Curricula for most Exceptional Children follow the curricula for students in general education. Emphasis is placed on instruction in communication and language arts, social studies, healthful living, mathematics, science and career and vocational education, depending upon the needs of the student. Attention is focused upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program states in writing the special education programs and services to be provided to each Exceptional Children student.

Where to Get Assistance

If you have questions about the need for Exceptional Children services or the programs in your school, contact the school directly. You may also contact the school and ask to speak with the Exceptional Children Department chairperson. For additional information or assistance, you may contact:

Exceptional Children Department

Walton Plaza – Fourth floor
700 E. Stonewall Street
980-343-6960 (Phone)

Parents' Rights

For a complete explanation about rights as parents of students with disabilities, please consult the Handbook on Parents' Rights, which is available at all schools, from the Exceptional Children Department, on the CMS Web site or from the North Carolina Department of Public Instruction.

Non-Discrimination Policy

With respect to the services provided to the Charlotte-Mecklenburg community, no person shall be discriminated against in any educational program, activity or other related service based on race, color, religion, gender, age, national origin or disability. Any employee who fails to comply with CMS policy regarding equal opportunity is subject to appropriate disciplinary action.

The Americans With Disabilities Act—Title II

The Charlotte-Mecklenburg Board of Education does not discriminate against any person on the basis of disability in admission or access to the programs, services or activities of the Charlotte-Mecklenburg Schools, in the treatment of individuals with disabilities, or in any aspect of operations. The school district does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans With Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, concerns or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated compliance coordinators listed in the column to the right.

For ADA matters relating to facilities:

Charlotte-Mecklenburg Schools

3301 Stafford Drive
Charlotte, NC 28208
980-343-6661

For Section 504: Charlotte-Mecklenburg Schools:

PreK-12 Support Programs

Walton Plaza, Suite 506
Charlotte, NC 28202-2716
980-343-6169

For ADA Matters Relating to Employment:

Charlotte-Mecklenburg Schools

Employee Relations
701 East Martin Luther King, Jr. Blvd.
P.O. Box 30035
Charlotte, NC 28230-0035
980-343-6254

All other TTY calls, use:

Relay North Carolina

800-735-2962/TTY
800-735-8262/V

This notice is available in alternative formats upon request.

Parental Notice

Pursuant to the requirements of the Family Educational Rights and Privacy Act (FERPA), the Charlotte-Mecklenburg Board of Education will share certain student information with Medicaid and its authorized representatives during the 2009-2010 school year. The information will only be used to request reimbursement from Medicaid for certain medical services that the Board provides to students pursuant to their Individualized Education Program under the Individuals with Disabilities Educational Act.

The student information is limited and includes the names, birthdates, Medicaid numbers and Social Security numbers of these students and a description of the type(s) of service(s) provided, the date(s) of service and length of service.

Sharing this information with Medicaid and its authorized representatives will not affect the student's premiums, co-pays or services under Medicaid. Sharing the information will enable the Board to receive reimbursement for a portion of the costs of the services. If you are a parent or guardian of a student who may receive such eligible services, or if you have reached the age of 18 and receive or may receive such eligible services, you will receive a consent form to sign at the student's next annual review.

The school district must focus on preparing students to be productive citizens who are equipped with a broad set of skills to be globally competitive. Charlotte-Mecklenburg Extended Day Programs provide leadership and direction for academic programs outside of the school day so that students who are at risk of school failure will be successful through varied opportunities for academic support, enrichment and timely assistance.

High school students (grades 9-12) who are not passing core subjects and other courses required for promotion and graduation will be encouraged to attend after-school tutorials and/or Saturday School. Many high schools also provide relooping to meet the students' academic needs.

Students who entered ninth grade in 2006 and beyond must satisfy graduation standards adopted by the State Board of Education in May 2005. In order to meet these standards, students must score at Level III or IV on the NC End-of-Course tests in English I, U.S. History, Biology, Civics and Economics, and Algebra I. Students must also successfully complete a NC Graduation Project which consists of a

research paper, oral presentation before a review board, student-generated product and portfolio of documents. (The Graduation Project must be completed as a local requirement.)

Students who have failed these tests or need help with the Graduation Project can receive help through the Extended Day program.

Middle school students (grades 6-8) who are not passing English or math, scored a Level I or II on previous End-of-Grade tests and scored below 2.5 on previous writing tests will be encouraged to attend the Extended Day Academy at their school.

Some elementary students (grades 3-5) will receive additional assistance through the Extended Day Tutorial Program at their school.

Charlotte-Mecklenburg Schools' partnership with parents is to ensure academic success for all students. Parents are encouraged to take advantage of these exciting programs and the extra support they provide. If there are questions, parents can call their child's school or the **Office of Extended Day Programs** at (980) 343-3854.



Parental Rights Regarding Section 504 of The Rehabilitation Act of 1973 and its 2008 Reauthorization

Section 504 of the Rehabilitation Act of 1973 as reauthorized in 2008 prohibits discrimination against qualified individuals with disabilities in federally funded programs and activities such as learning, thinking and concentrating. In public schools, Section 504 services are used to ensure disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Section 504 has a three-part definition. Students receive accommodations and/or modifications in the general education environment if they (1) have a physical or mental impairment that substantially limits one or more major life activities, and (2) have a record of having such impairments. Part three concerns students being regarded as having such impairments. Students identified under part three (3) are protected from discrimination but receive no accommodations or modifications in the educational setting.

It is the policy of the Charlotte-Mecklenburg Board of Education not to discriminate on the basis of disabilities in its educational programs, activities or employment practices as required by the Act.

The regulations for implementing Section 504 provide parents and/or students with the rights to:

- Receive notice with respect to identification, evaluation or placement of your child.
- Have your child receive a free appropriate public education (FAPE). This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

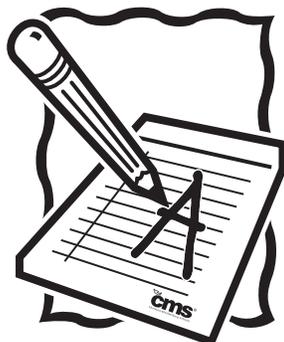
- Have your child receive special education and related services if he/she is found eligible under the Individuals with Disabilities Act (IDEA), or to receive reasonable accommodations under Section 504 of the Rehabilitation Act.
- Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the eligibility data, and placement options.
- Have periodic re-evaluations and evaluations especially before any significant change in placement. Graduation is a change in placement.
- Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school district through the provision of reasonable accommodations.
- Examine all relevant records relating to decisions regarding your child's identification, eligibility, educational program and placement under the Family Educational Rights and Privacy Act. The requirements are described in the Board's policy manual on file at the Education Center.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Request an impartial due process hearing related to decisions regarding your child's identification, eligibility and educational placement. You and your child may take part in the hearing and have an attorney represent you at your own cost. You also have the right to appeal the impartial hearing officer's decision.
- File a complaint with the district when you believe your child's rights have been violated.

For more information, contact:

Section 504 Division

700 East Stonewall, Suite 506
 Charlotte, NC 28202
 980-343-0221 (phone)
 980-343-6169 (phone)
 980-343-0972 (fax)

GRADING SCALE



(Middle & High School Only)

- A 100-93
- B 92-85
- C 84-77
- D 76-70
- F Below 70, Failing

Note: Pluses (+) and minuses (-) will not be used.

Overview

The No Child Left Behind Act (NCLB) is a federal law that took effect during the 2002-03 school year. The law provides an overall system for improving student achievement. The law has three goals:

1. **to make sure that all students, including those from low-income families, minority populations and students with disabilities, meet the state's challenging content and student performance standards;**
2. **to hold schools responsible if all children do no perform on or above grade level;**
3. **to make sure that there is a highly qualified teacher in each classroom.**

What does this mean for my child?

Every child in the United States will be required to meet the standards set forth by this law. Under this law, each state is given the flexibility to define its standards in ensuring that students are “proficient” in reading and mathematics. North Carolina has defined those students making a Level III or IV on the End-of-Grade and End-of-Course tests in reading and math as being “proficient.”

Principals, teachers, parents and students each have a part to play in ensuring the success of each individual child.

Strategies already in place in CMS to ensure that no child or school is left behind

CMS has already established Goals 2010, which focuses on academic achievement for all students, safe and orderly schools, community involvement, equity and efficient and effective support operations - all of which are the basis for NCLB. The district also has developed a Data Dashboard to ensure that CMS meets these goals and provides the resources to help all students become successful in the classroom. The Scorecard sets benchmarks for each year.

CMS has also made tremendous gains in closing the student achievement gap. In fact, the Broad Foundation selected CMS as one of five finalists for the prize in urban education in 2004.

CMS put measures in place long before this federal law to ensure that every child no matter what race, social status or ability gets a quality education at every school in the district. But we still have work to do to ensure that success.

How does NCLB measure student achievement?

Schools must make Adequate Yearly Progress (AYP), which is the minimum level of improvement as determined by NCLB. This is important for all students. Achievement will be tracked for the school as a whole, as well as smaller subgroups of students identified by race, socio-economics, language skills and disabilities. If even one subgroup does not make AYP, then the entire school does not make AYP.

Elementary/Middle Requirements

All students in grades 3-8 are required to take the End-of-Grade tests in reading and math. Students in grades 5 and 8 also take a science test.

Each population of students in a school must be on or above grade level. Schools must also meet attendance requirements to make AYP.

High School Requirements

At the high school level, 10th-grade students must meet the NCLB requirements in algebra, English I and the writing test. The goal is to have all students performing at or above grade level (Level III or Level IV) by the end of the 2013-2014 school year. High schools will also be measured on their graduation rates.

Title I Choice Schools

Schools that receive Title I funds and do not make AYP for three consecutive years are called “Title I Choice Schools.” NCLB requires CMS to give students at these schools the opportunity to attend a different school that is not in school improvement. Students can take advantage of this opportunity either through the Student Assignment lottery or the transfer process. More information is in the Student Assignment Guide.

For more information on **No Child Left Behind**, please log on to www.cms.k12.nc.us.

School Health Services

School nurses are employed by the Mecklenburg County Health Department and assigned to schools. Nursing services include identification of health problems, referrals to community resources and consultation with parents and physicians about health problems, health teaching and counseling for students, consultation with administrators and staff regarding health-related activities at school such as, health room procedures, medication administration and communicable disease control.

PARENTS: *If your child has a chronic health problem or any health condition which needs special assistance at school, please contact your school health nurse. Examples of health problems that the nurse needs to talk to parents about include diabetes, seizures, sickle cell disease, asthma, etc. The nurse will work to ensure that your child's special health care needs are met.*

Coordinated School Health Program

Charlotte-Mecklenburg Schools (CMS) recognizes that health and academic success go hand-in-hand. Healthy students and healthy staff achieve more together. The CMS Coordinated School Health Program (CSHP) uses the 'whole child' approach to support teachers, parents and communities to meet the physical, emotional, social and educational needs of students. Together we can help all students become healthy, educated and productive adults.

The eight components of the CSHP are:

- Health services: Prevention, education, emergency care, referrals and management of health problems designed to minimize problems that interfere with learning
- Health education: Classroom instruction that addresses physical, emotional and social needs to improve student health and reduce risk behaviors.
- Physical education and activity: Provides a planned, sequential PreK-12 curriculum that teaches developmentally appropriate skills and promotes lifelong activity. A minimum of 30 minutes per day of physical activity for grades K-8.
- Nutrition services: Integration of nutritious, affordable meals and nutrition education in an environment that promotes healthy eating.
- Counseling, psychological and social services: Support social and emotional well being and help schools respond to crises.
- Healthy school environment: Supports policies and facilities that create safe, secure and healthy settings for positive learning experiences.
- Staff wellness: Promotes the well being of all school employees who serve as role models for students.
- Family and community involvement: Partners with other organizations to address shared goals of promoting student success and well being.

Benefits of Coordinated School Health Program:

- Reduced school absenteeism
- Fewer behavior problems in the classroom
- Improved student performance – higher test scores, more alert students and more positive attitudes among students
- New levels of cooperation and collaboration among families, teachers, school and health officials and community organizations
- A more positive spirit among educators and their students
- The inclusion of health awareness in the fabric of student's lives
- Students who are more prepared to become productive members of their communities and who can better cope with the world around them
- School Health Advisory Council
- School-based health teams at each school

The Health and Physical Education Curriculum is a K – high school comprehensive program which supports the objectives of the North Carolina Standard Course of Study for healthful living (NCSCOS). The NCSCOS is organized by grade level, competency goals and objectives. The strands define the major elements of healthful living that are relevant across grade levels and provide unifying threads of understanding supported by goals and objectives. Objectives that build gradually and sequentially are provided for each grade level, kindergarten through high school, and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of student learning and provides opportunities to reinforce specific healthful behaviors at several grade levels.

See details at: <http://www.ncpublicschools.org/curriculum/healthfulliving/scos/>.

Health Education

Competency goals reflect the logical and sequential building of health knowledge and skills from kindergarten through high school for each strand within the NCSCOS.

Specific objectives for growth and development or puberty education begin at the fifth-grade level and reproductive health and safety education begin at the sixth-grade level, and continues through high school. The North Carolina Department of Public Instruction and North Carolina Statute 115C-81 (el, k.) require public schools to provide age-appropriate instruction in the prevention of sexually transmitted diseases/infection, including HIV/AIDS virus infection.

Physical Education

The physical education portion of the NCSCOS enables all students to gain knowledge and skills about healthful living topics important to their developmental age levels. Physical education builds confidence, self-esteem, motor and sports skills to be physically active for life. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning.

Physical education is a sequential, age appropriate educational program that provides students with the knowledge and skills needed to develop a healthy, active lifestyle. Our program provides evidence of its effectiveness through accountable assessments of outcomes that have been achieved by students.

FITNESSGRAM, a tool to facilitate communicating fitness testing results to students and parents is used. The assessment measures five health-related physical fitness components important to overall health and function: aerobic capacity, body composition, muscular strength, endurance, and flexibility. It facilitates students and parents understanding of the value of physical activity.

Healthy Active Children Policy

In addition to the physical education requirements, the Healthy Active Children Policy requires that all elementary and middle school students be provided a minimum of 30 minutes of vigorous physical activity each day. Complete policy details can be accessed at <http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/policy/healthychildren/sbepolicymanual.pdf>

Medical Information

Parents should inform their child's physical education teacher of medical conditions that may interfere, alter or limit participation in physical education activities so appropriate accommodations can be made.

The Breakfast and Lunch Program

It is the goal of Child Nutrition Services to provide a healthy and nutritious breakfast and lunch daily, while allowing students to choose from the foods they enjoy eating.

The Breakfast Program

Breakfast is offered daily in all schools before the start of the school day. Students may select from a variety of hot bread items or cereals, fruit or juice and milk to make a complete nutritious breakfast. A healthy school breakfast is a great way to begin a day of learning. Select schools participate in a Grab & Go Breakfast program, therefore, they deviate from the published menu.

The Lunch Program

Students may select one (1) entrée, two (2) sides and milk to be considered a complete school lunch. The minimum requirement for a lunch meal is an entrée and one additional item. The additional item may either be a side item or milk. By offering a variety of nutritious choices, students can select a meal made up of foods they enjoy. The menus follow the nutrient-based guidelines established by the USDA and the Dietary Guidelines for Americans, which assure meals average no more than 30 percent of their calories from fat.

Extra Items

All cafeterias offer a variety of extra items. These foods are offered in addition to, not in place of, the regular menu at an additional cost. All food items offered are in compliance with USDA regulations.

Special Promotions

Many of our school cafeterias plan special events and promotions to make meal time fun and to encourage students to eat healthy meals. Some of our events include the following: Welcome Back to School! (August); National Five-A-Day Week (September); National School Lunch Week (October); International Foods Week (November); Sports Month (January); President's Day and Mardi Gras (February); and, National Nutrition Month and National School Breakfast Week (March).

It is the policy of Child Nutrition Services that promotions are designed to include all children. The purchase of a meal is not necessary to participate in any promotion.

Special Nutritional Needs

All requests for special nutritional needs must be submitted annually to Child Nutrition Services on a CMS Diet Order form with a signature from a physician or a recognized medical authority. Forms must be submitted at the beginning of each school year or whenever there is a diet change. A CMS Diet Order form is available on the CMS Web site (www.cms.k12.nc.us) or may be obtained from your cafeteria manager. Upon receipt of each completed form, Child Nutrition will modify menus and instruct cafeteria managers in regards to each special diet. A registered dietician on staff oversees all special nutritional needs. Parents are encouraged to review with their child appropriate foods from the food menu.

Menus for each grade level are posted on the Internet each month. Information on carbohydrate counts and food allergies is specified on separate menus to allow parents and students to manage their nutritional needs without a CMS Diet Order. If you have questions or concerns about our program, please feel free to call Child Nutrition Services weekdays from 7:30 a.m. to 4:30 p.m. at (980) 343-6041.

Free and Reduced Meal Applications

The meal application is a family application. Only one application needs to be completed for each household. An application for meal benefits will be mailed to households in August. If you have not received an application, you may obtain one from your child's school. Mail your completed application to Charlotte-Mecklenburg Schools, Child Nutrition Services, P.O. Box 668847, Charlotte, NC 28266-8847.

Students who were approved for benefits last year will continue receiving meals under last year's approval until a new application is processed. Students who do not have an approved meal application on file will need money for meals beginning Thursday, October 8, 2009. New students must have applications approved before meal benefits begin.

Pre-K, elementary and middle school students who do not have an approved application on file and do not have money in their account will receive a complete meal. The price of the meal will be charged to the student's account. Students will be asked to return any extra items on their tray to the cashier. Parents will be responsible for reimbursing the cafeteria for any money charged to the student's account, even if an application is approved at a later date.

Parents are responsible for making sure their child has an approved application on file. If a letter detailing the status of a meal application is not received within 10 working days after the application is submitted, call (980) 343-6041 to inquire about the status of your application.

Student Meal Account Information

- All students have their own account.
- Personal Identification Numbers (PINs) are assigned to all students. The computer randomly assigns the numbers. Please help your child learn his/her number. Students should not give their PIN to other students.
- Students returning to the same school will use the same number from last year. They will be given a card with their number on it on the first day of school. Students attending new schools will be issued a new number.

Meal Payment Options

Child Nutrition Services will accept payment for meals by cash, personal check, money order, cashier's check or online (credit/debit card.) Parents are encouraged to pay for student meals and extra items in advance. Money can be placed in the student's account at any time.

Check Acceptance Policy:

Child Nutrition Services will gladly accept checks for the amount of purchase or for prepayment under these conditions:

- ▼ Checks are to be made payable to the school's cafeteria.
- ▼ Only checks with preprinted name and address will be accepted.
- ▼ Charlotte-Mecklenburg Schools charges a \$25 processing fee for each check that is dishonored or returned for any reason. The fee will be electronically debited from the payor's bank account.

Please include the following on your check:

- ▼ Phone Number
- ▼ Student Name
- ▼ Student ID or PIN number

When you provide a check as payment, you authorize us either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee through an electronic fund transfer from your account if your payment is returned unpaid.

The use of a check is your acceptance of these conditions.

Online Meal Payment Service:

Parents may pay for school meals using Visa, MasterCard or Discover by logging onto www.paypams.com or by calling (888) 994-5100. This requires a one-time registration process. Once you register, you will use the same login and password throughout your child's school years or until you discontinue the service. There is no charge to the parent for using this service.

Foods in the Classroom

Guidelines

Foods have played an important role in the classroom over the years in areas of nutrition and science education, celebrations, rewards and in many other ways. Recent changes in society and our environment necessitate that we use foods in the classroom with a measure of caution. Increases in food-borne pathogens that can cause severe illness, the threat of bio-terrorism and a great increase in the number of children with potentially lethal food allergies dictate that care be taken with foods brought from home and eaten in school. A policy, "Students with Food Allergies," was adopted in April 2005 to address these concerns. (The policy is printed on pages 27-28.) In addition, the following cautions are to be followed in all schools in order to protect the health and safety of children and staff:

1. Any food shared in school must be from an inspected commercial facility and must be labeled with its contents. (Ex: Harris Teeter cupcakes, with a printed list of ingredients from the HT bakery, packaged crackers, etc.)
2. Fresh fruit and vegetables may be shared, but must be thoroughly washed with friction under running water or in a fruit cleaner. Fruits and vegetables which grow on the ground (melons) should also be washed thoroughly to prevent contamination when cutting. Utensils used for cutting or serving should be thoroughly washed and dried between uses. Avoid reusing a knife that has been used to cut sandwiches with cheese or meat. Cross contamination could lead to allergic reactions or food poisoning.
3. Products such as milk, cheese or fruit juice, which have not been pasteurized, may not be shared in the classroom or at school activities.
4. The special diet and healthcare needs of all students should be addressed in a confidential and supportive manner by all staff.
5. Peanut-free or other allergen-free tables should be designated for children diagnosed with severe airborne or contact allergies to those substances in the classroom and other learning environments where food products may be used. When such an area is designated, a child or staff member (not the child with the allergy) must clean the designated table with previously unused paper towels, soapy water and dry with a clean paper towel. That table must remain free of the allergen at all times. Cleaning should take place before each use.

6. It is the responsibility of the parent/guardian to provide information regarding a food allergy to the teacher, the school nurse and Child Nutrition Services. The school nurse will draft an Emergency Action Plan (EAP) with the parent and will educate staff about the special needs of the child with severe food allergies, after the parent has signed the EAP.
7. Foods brought to school to be shared should be checked for content. No foods with known allergens should be given to children who have previously been identified as having an allergy to any of its contents. When there is a doubt, the food should not be given unless the parent states it is safe for the child. Parents may supply "safe" alternatives and request that their child avoid handling any other food products.
8. A student with high risk allergy that cannot be avoided in the cafeteria may be allowed to remain in the classroom with adult supervision while the other members of the class go to the cafeteria or the whole class may eat in the room, provided no allergens are brought into the classroom. Such special accommodations, as well as any additional safeguards required for an individual student, should be made in collaboration with school administrators, the school nurse and Child Nutrition Services. When appropriate a 504 plan will be developed by the team. Other ways to protect a student with a life-threatening food allergy are found in the new CMS regulation "Students with Food Allergies."
9. Riders on school buses, including the driver, must refrain from eating on the bus as a safeguard against choking and against allergic reactions of students with food allergies. It is important to note that deadly allergic reactions can be triggered by food particles in the air.
10. Whenever foods are brought to school for snacks, celebrations or rewards, choices that are low in sugar and fat content should be considered. The following are some healthy snack suggestions:
 - pretzels
 - graham crackers, vanilla wafers, ginger snaps
 - carrot sticks
 - dried fruit
 - apple or banana slices
 - small pizza bagels
 - fruit yogurt

Safe and healthy nutrition needs to be taught by example in school and at home. Help all children be healthy and ready to learn.

In April 2005 the Charlotte-Mecklenburg Board of Education passed a ground breaking policy that proactively addresses the needs of the growing population of CMS students who have been identified as having life-threatening allergies to certain foods. The policy requires schools to make reasonable efforts to protect the health of children for whom contact with or ingestion of certain foods can be fatal, while not attempting to create school environments that are guaranteed to be free from the risk of contact with lethal allergens.

The regulation, which was approved by the superintendent, goes into more detail on the measures that are to be used to minimize the risk to these children.

Policy JLCG (adopted 4-12-05): Students with Food Allergies

The Board of Education recognizes the increasing frequency and intensity of allergic reactions to foods by certain students and the impact these reactions may have on all children in the educational environment. Therefore, CMS will:

- Make every reasonable effort to promote and protect the health of children in school by providing food choices that are safe as well as nutritious;
- Provide environments that reduce the risk of ingestion or contact with foods that trigger allergic reactions for students with known life-threatening food allergies; and
- Develop prevention and management educational materials and make them widely available to CMS staff, students and parents.

The Superintendent will adopt regulations setting forth a detailed plan for how the district will accomplish the above objectives that shall include information regarding the development of appropriate accommodations or healthcare plans for individual students with life-threatening allergies to foods.

Regulation JLCG-R (adopted 5-6-05)

Pursuant to the following guidelines and plans, the district will address the increasing frequency and intensity of allergic reactions to foods by certain students and the impact these reactions may have on all students in the educational environment.

General Guidelines

1. Educational information that is made available to CMS staff regarding the prevention and management of allergic reactions to food.
2. Information regarding the prevention and management of allergic reactions to food shall be made available to CMS students and their parents' through the Student Handbook and by other means, such as principal newsletters and PTSA communications.

3. The district makes all reasonable efforts to no longer purchase or use products containing peanuts for the preparation of food in school cafeterias. Further, the district makes its best efforts to purchase only products prepared in peanut-free environments for use in preparing food in school cafeterias.
4. Principals prohibit the sale of peanut products in vending machines in schools.

Plans for Students with Life-Threatening Allergies to Foods

CMS recognizes that it is not possible for the district to totally eliminate the risk of exposure of students with life-threatening allergies (“identified students”) to foods that trigger allergic reactions. However, the district takes seriously its responsibility to take reasonable steps to protect the safety of its students. Therefore, in an effort to identify students with life-threatening allergies to foods, initiate safety precautions to avoid allergic reactions by these students and prepare school staffs to deal with such allergic reactions should they occur, CMS adopts the following guidelines:

1. Parents of a student with a life-threatening allergy to a food must provide the school principal with documentation from a licensed healthcare provider describing the specific allergic condition of the child.
2. After receiving the required documentation, the school shall work with the parents of the identified student to develop a healthcare plan to minimize the specific risks to the student. Schools should also work with the parents to develop an emergency healthcare plan for use in the event of an allergic reaction by the identified student. Staff who should work in partnership with the parent to develop this plan may include, but are not limited to, the principal, school nurse, the student's teacher, the After School Enrichment site coordinator and the cafeteria manager.
3. The healthcare plan should address various ways to limit the identified student's exposure to food(s) containing the specific allergen. While not exhaustive, following are examples of provisions that may be considered for inclusion in a healthcare plan. (This list is intended to be illustrative; only the provisions that are appropriate should be included in the healthcare plan and other accommodations should be added, as necessary. Each healthcare plan must be tailored to the needs of the individual identified student.):
 - a. A special diet developed by Child Nutrition Services;
 - b. In elementary schools, the requirement that the identified student's teacher supervise all students in the class in washing their hands before and after eating;
 - c. The provision of information to the identified student's classmates and their parents regarding the dangers presented by the inclusion of foods containing the identified allergen in lunches brought to school;
 - d. The provision of separate art supplies for the identified student;
 - e. Designation of a specific computer keyboard and monitor that the identified student is to use only after it has been thoroughly cleaned;
 - f. Strict enforcement of CMS rules requiring that only commercially-prepared foods with complete ingredient labels are to be sent to school by parents for students to share during classroom events;
 - g. Restrictions on the kinds of tasks assigned to the identified student (such as cleaning off tables in the classroom or the cafeteria);
 - h. In elementary schools, storing the lunch boxes of classmates of the identified student's class outside of the classroom;
 - i. Distributing the identified student's photograph to school staff designated by the principal and explaining the allergic condition to them.
4. The development and implementation of such healthcare plans shall be carried out in a supportive manner that protects student confidentiality. Healthcare plans may be included in the provisions of a 504 Plan, but are not intended to discourage the development of 504 Plans in appropriate circumstances.
5. Schools at which there is an identified student(s) will provide a table in the cafeteria that is to be kept free of the types of allergen(s) that impact the identified student(s) (e.g. a “nut-free” table). While this table shall be available to the identified student(s), they shall not be required to eat only at this table.
6. Principals should make reasonable efforts to assure that all school staff who have substantial direct contact with an identified student are made aware of the student's emergency healthcare plan and are trained to recognize the symptoms of and respond to an allergic reaction.
7. Should an identified student be suspected of having an allergic reaction, all staff who have been trained to perform first aid or a life-saving technique are authorized to provide treatment according to the student's emergency healthcare plan. Staff must also call 911 and contact the student's parent.

Throughout this regulation, references to “parent” or “parents” includes one or both parents, the legal guardian or legal custodian of a student or a person acting “in loco parentis” to the student.

At times, students' families may experience housing emergencies or crises. Services are available for students whose families are experiencing a housing crisis and lack fixed, regular and adequate overnight accommodations.

A housing crisis is defined as:

- Living with a friend, relative or someone else because you have lost your home or can not afford housing;
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency, transitional or domestic violence shelters;
- Living in cars, parks, public spaces, bus or train stations or similar settings;
- Awaiting foster care placement.

Please contact the **social worker, counselor or other support staff member** at your child's school for information regarding support available for your child.

You may also contact **A Child's Place** at 704-343-3790 for information regarding support available for families experiencing a housing crisis.

The McKinney-Vento Homeless Assistance Act, also known as Title X, Part C, of the No Child Left Behind Act, is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness.

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act) defines "homeless" as follows:

The term "homeless children and youths" –

- A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- B. includes –
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

For more information, visit the following links:

- <http://www.cms.k12.nc.us/cmsdepartments/ci/fed-state-programs/Pages/TitleX.aspx>
- http://www.serve.org/hepnc/sg_app_09.php
- <http://www.achildsplace.org/>



Regulation adopted 6/8/05

Charlotte-Mecklenburg Schools provides an electronic communications network (hereinafter the “CMS network”) that allows students internal access to CMS information resources and external access to the Internet. Access to the CMS network and the Internet is a privilege provided to students solely to support student education, research and career development and is therefore subject to certain restrictions as may be set forth by the Board of Education or the superintendent. The provisions of this regulation apply to all student users of the CMS network and include all aspects of student network use, including student-created Web pages and e-mail accounts. Violation of any provisions of these regulations may result in cancellation of the student's access to the CMS network and possible disciplinary actions.

I. Access to Information

The Internet provides access to computer systems located all over the world. The district shall inform student users and the parents of minor students that CMS cannot completely control the content of the available information. The information accessed by students may be controversial and offensive to certain students and parents. However, the benefits from the valuable information and interaction available to students outweigh the disadvantages of the possibility that students may find inappropriate material. CMS does not condone the access to or use of such information and takes precautions to inhibit access to them. The responsibilities accompanying freedom of speech and access to information will be taught to all student users. Parents are encouraged to instruct their children regarding materials that the parent does not want the student to access. However, CMS is not able to accept responsibility for enforcing parental restrictions that go beyond those imposed by the district.

II. Goals and Accessibility

A. CMS Network Goals for student use:

1. To support the implementation of local curricula and the North Carolina Standard Course of Study;
2. To enhance learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills and critical thinking;
3. To encourage appropriate career development; and
4. To promote life-long learning.

B. Access to Information

Students will be able to access information that may include:

1. Information, news and resources from businesses, libraries, educational institutions, government agencies, research institutions, CMS online school media center catalogs, online textbooks and tutorials and a variety of other sources;
2. Public domain and shareware software; and
3. Telecommunications with individuals and groups around the world.

III. Acceptable Uses

A. Purposes of Use

All uses must have an educational purpose or further student career objectives and comply with the student behavior guidelines of the Charlotte-Mecklenburg Schools. Students may also, under the direction of appropriate staff, create and maintain school Web pages, individual Web pages or e-mail communications.

B. “Netiquette Rules”

Students must be taught the importance of discretion and appropriate, safe behavior when using the CMS network to access information over the Internet. Users must abide by CMS network etiquette (“netiquette”) rules. These rules include, but are not limited to, the following:

1. Students must be polite; rudeness will not be tolerated;
2. Students must use appropriate language; use of profanity, vulgarities, abusive or inappropriate language will not be allowed;
3. In any electronic communications, students must not reveal personal information about others, such as full name, personal address or phone numbers;
4. Students should release their own personal identification information with discretion and only when such release supports a student's education or career development. As set forth in Section VII, below, CMS is not responsible for any damages or injuries suffered as the result of a student releasing personal identification information.

IV. Unacceptable Uses

A. Penalties for Unacceptable Uses

Students who violate any of the following rules are subject to disciplinary consequences set forth in the Student Code of Conduct, which may include long-term suspension or exclusion from school as well as possible prosecution or civil penalties under federal or state law.

B. Unacceptable Uses

Transmission of material in violation of any federal or state law or regulation or CMS policy or regulation is prohibited. Unacceptable uses include, but are not limited to, the following types of conduct:

1. Taking any actions that may disrupt the CMS network;
2. Knowingly introducing or attempting to introduce viruses into the network;
3. Unauthorized access (“hacking”) into computer systems or networks;
4. Encouraging or committing unlawful acts or using the CMS network to promote illegal activities;
5. Accessing or using threatening or obscene material;
6. Accessing pornography;
7. Using discriminatory, defamatory, offensive or harassing statements or language including disparagement of others based on their race, national origin, gender, sexual orientation, age, disability, religious or political beliefs;

8. Sending or soliciting abusive or sexually oriented messages or images;
9. Accessing material that is harmful to minors;
10. Violating copyright laws, including duplication of software or plagiarism;
11. Utilizing the CMS network for commercial purposes;
12. Providing political or campaign information or lobbying for a political cause or candidate unless directly connected to an instructional activity;
13. Operating a business for personal gain, sending chain letters or soliciting money for any reason;
14. Posting photographs or school work of an individual student on student-created Web pages without confirming that a Photo and Video Release form has been signed by the student's parent(s);
15. Posting personal information about students or staff without proper authorization;
16. Forwarding personal communications without the author's prior consent; and
17. Distributing material protected by trade secret.

V. Monitoring and Filtering

A. Monitoring

CMS will monitor the online activities of students.

B. Filtering

CMS will maintain centralized software in order to provide Internet control and filtering. The filtering software is intended to allow valuable online Internet access while, to the extent possible, inhibiting access to content that is obscene, pornographic, harmful to minors or whose purpose is to promote, encourage or provide the skills to commit illegal activities, including gambling, use of illegal drugs, hate speech or criminal skills. The filtering software is also intended to prohibit access to sites for online merchandising, alternative journals and games. CMS will make every effort to update the filtering software on a daily basis.

VI. Privileges

As stated above, the use of the CMS network is a privilege, not a right. Inappropriate use or other violation of the provisions of this regulation may result in limitation or cancellation of user privileges and possible disciplinary actions under appropriate federal or state statutes or the CMS Code of Student Conduct. Activity by users is not confidential or private.

VII. Disclaimer

The Board of Education will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions or a student's mistakes or negligence, costs incurred by students or a student's parents or the accuracy or quality of information received from the Internet. The user accepts personal responsibility for any information obtained via the CMS network.

VIII. Security

Security on the CMS network is a high priority. Attempts to tamper with the network, individual user accounts, software applications, to access the network using the name and password of another user or to share a password will result in cancellation of user privileges. Electronic mail is not guaranteed to be private; system administrators have access to all e-mail. E-mail messages relating to or in support of illegal activities will be reported to the authorities and appropriate disciplinary action will follow.

IX. Vandalism

Vandalism will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy network or computer equipment and/or data of anyone connected to the network. This includes, but is not limited to, uploading, creating or transmitting computer viruses or worms. Vandalism of networks and computer systems, including unauthorized access, is a violation of the criminal law.

X. Agreement

All students must accept the terms of the Student Internet Use Agreement form, Regulation IJNDB, prior to accessing the CMS network. Parents of students younger than age 18 who do not wish their children to be allowed to use the CMS network must make such a request in writing to the school. The Superintendent shall provide a form for this purpose.

Students accept the terms of the Student Internet Use Agreement online. A copy of this agreement form is reprinted in this handbook on pages 33 and 35 so that parents can read it, but it is not necessary for students to return a paper copy of it to their school.

A form for parents to use if they do not want their children to be able to access the CMS network or the Internet at school is provided in the back of this book.

Student Rules for Using the CMS Network or Internet

Grades K - 5

Violating the rules for using the Internet or the CMS network is a serious matter. Students who do not follow the “Netiquette Rules” or do any activities that are “Unacceptable Uses” are violating the CMS Code of Student Conduct and may also be breaking North Carolina laws.

The following list is summarized from Regulation IJNDB-R, “Student Internet Use,” which contains a more detailed statement of these rules. The regulation is available online at www.cms.k12.nc.us.

1. CMS “Netiquette Rules”

- Be polite when using the Internet
- Do not use profanity or inappropriate language
- Do not give out personal information about other people
- Do not give out your own personal information without an appropriate reason

Elementary School Consequences for not following “Netiquette Rules” (Code of Student Conduct Rules 7, 8 & 9)

Level 1	Conference
Level 2	Intervention
Level 3	Suspension for 1 - 5 days

2. Unacceptable Uses

- Disrupting the CMS network
- Introducing (or attempting to introduce) viruses into the network
- Hacking
- Asking other people to do things that are illegal
- Looking at material that is threatening or pornographic
- Using words that hurt or threaten other people
- Sending messages or images about sex
- Copying the work of other people
- Selling things
- Working for a political candidate
- Sending chain letters or asking for money
- Posting pictures of a student or school work without permission
- Giving out personal information about other students or staff without their permission
- Forwarding e-mail without the permission of the author
- Giving out information that belongs to a company without permission

Elementary School Consequences for Unacceptable Uses (Code of Student Conduct Rule 21)

Level 2	Intervention
Level 3	Suspension for 1 - 5 days
Level 4	Suspension for 6 - 10 days

Note to parents and students: This form will be completed online by the student when logging on to the CMS computer network for the first time each school year. It is printed in the handbook so that parents can read the Internet Use terms that their children are being asked to accept.

It is not necessary for students to complete this form and return it to their school. Students who are unable to complete the form online will be asked to sign a paper copy at their school.

CHARLOTTE-MECKLENBURG SCHOOLS STUDENT INTERNET USE AGREEMENT

GRADES K - 5

Students must accept this Agreement before they can log on to a CMS computer that is connected to the CMS network.

I understand that my school has computers and the Internet so I can learn more about what I am studying in my classroom. Students at my school also use a computer to check out books from the media center.

There are rules in the Parent-Student Handbook I must follow if I want to use the Internet at school. My teacher explained these rules to me and I understand them. If I do not follow the rules and the directions of my teacher when using the Internet, I may not be allowed to use the Internet at school. Not following these rules may also mean I have broken the rules in the Code of Student Conduct. I could be disciplined or be suspended from school for not following the rules and the directions of my teacher.

- I agree to follow all the rules for using computers and the Internet at school.
(Students accepting this agreement digitally must check this box to indicate their acceptance of this agreement.)

Students signing a paper copy of this agreement must complete the following information:

Student's Full Name (printed):

Last: _____ First: _____ Middle: _____

Student Signature: _____ Date: _____

Student ID#: _____

Student Rules for Using the CMS Network or Internet

Grades 6-12

Violating the rules for using the Internet or the CMS network is a serious matter. Students who do not follow the “Netiquette Rules” or engage in any activities that are “Unacceptable Uses” are violating the CMS Code of Student Conduct and may also be breaking North Carolina laws.

The following list is summarized from Regulation IJNDB-R, “Student Internet Use,” which contains a more detailed statement of these rules. The regulation is available online at www.cms.k12.nc.us.

1. CMS “Netiquette Rules”

- Be polite when using the Internet
- Do not use profanity, abusive, vulgar or inappropriate language
- Do not reveal personal information about other people
- Do not reveal your own personal information without an appropriate reason

Consequences for not following “Netiquette Rules” (Code of Student Conduct Rules 7, 8 & 9)

Level 1	Conference
Level 2	Intervention
Level 3	Suspension for 1 - 5 days

2. Unacceptable Uses

- Disrupting the CMS network
- Introducing (or attempting to introduce) viruses into the network
- Hacking
- Promoting illegal activities via use of the CMS network
- Accessing or using threatening, pornographic or obscene material
- Using discriminatory, defamatory, offensive or harassing language
- Sending or soliciting abusive or sexually oriented messages or images
- Violating copyright laws or plagiarizing material
- Conducting commercial activity or operating a personal business
- Providing political information or lobbying for a political cause
- Sending chain letters or soliciting money
- Posting photographs or school work of a student without a signed Photo and Video Release form
- Posting personal information about other students or staff without their permission
- Forwarding personal communications without the author's permission
- Distributing material protected by trade secret

Consequences for Violations (Code of Student Conduct Rule 21)

Level 5	Suspension for 10 days with a re-entry contract
Level 6	Suspension Beyond the Regular School Year A required 10-day suspension must be served and a due process hearing held for Level 6-8

Note to parents and students: This form will be completed online by the student when logging on to the CMS computer network for the first time each school year. It is printed in the handbook so that parents can read the Internet Use terms that their children are being asked to accept.

It is not necessary for students to complete this form and return it to their school. Students who are unable to complete the form online will be asked to sign a paper copy at their school.

**CHARLOTTE-MECKLENBURG SCHOOLS
STUDENT INTERNET USE AGREEMENT
GRADES 6-12**

Students must accept this Agreement before they can log on to a CMS computer that is connected to the CMS network.

In this Agreement, “Internet” means both the CMS electronic network and access to the World Wide Web (Internet).

- I do not have a right to access the Internet from school. Internet access is a privilege.
- I will use the Internet from a CMS computer only for instructional purposes, research or career development.
- I understand that I do not own any material I may create or post on the Internet at school. Any information I create, transmit or store may be inspected for any reason without my permission or knowledge.
- Anything that I do on the Internet may be monitored by a teacher or other staff member.
- I have read and understand the “Netiquette Rules” and Unacceptable Uses of the Internet. (The “Netiquette Rules” and Unacceptable Uses are in the Student Internet Use Regulation and are also posted on a separate page on the log in screen.)
- If there was anything in the “Netiquette Rules” or Unacceptable Uses that I found to be confusing, I asked my teacher to explain it to me and now understand it.
- I agree to follow the “Netiquette Rules” and not to engage in any activity that is an Unacceptable Use when I use the Internet at school.
- If I do not follow the “Netiquette Rules” or if I engage in any of the Unacceptable Uses, I may lose Internet access at school. There may also be disciplinary actions taken against me under the Code of Student Conduct, which could include a suspension. I may also be violating the laws of North Carolina or of the United States.

- I have read all the information written above and understand it. I agree to follow all CMS Student Internet Use rules when using a computer to access the Internet at school.
- I agree to follow all the rules for using computers and the Internet at school.
(Students accepting this agreement digitally must check this box to indicate their acceptance of this agreement.)

Students signing a paper copy of this agreement must complete the following information:

Student’s Full Name (printed):

Last: _____ First: _____ Middle: _____

Student Signature: _____ Date: _____

Student ID#: _____

"State Promotion Standards for Elementary, Middle and High School Students"

On April 1, 1999, the North Carolina Board of Education adopted promotion standards known as the "North Carolina Student Accountability Standards." These standards are often referred to as the state's "no social promotion policy." These standards establish proficiency levels for grades 3, 5, 8 and 12 that students should meet in order to be promoted to the next grade level.

The standards, also called "Gateways," are designed to ensure that students are working at grade level in reading, writing and mathematics before being promoted to the next grade.

Student Accountability Standards focus on ensuring that each student receives direction, interventions, resources and support in order to be successful.

The ultimate decision on whether a student is promoted rests with the principal. The information below highlights each grade level and the state requirements for promotion.

How will these standards affect my child?

Gateway 1/Grade 3

- Meet local promotion requirements, and
- Demonstrate grade-level proficiency by scoring at Level III or above on state End-of-Grade tests in reading and math, or within one standard error of measurement.

Gateway 2/Grade 5

- Meet local promotion requirements, and
- Score at Level III or above on state End-of-Grade tests in reading and math, or within one standard error of measurement.

Gateway 3/Grade 8

- Meet local promotion requirements, and
- Score at Level III or above on state End-of-Grade tests in reading and math, or within one standard error of measurement.

Gateway 4/High School

- Meet existing local and state graduation requirements,
- Achieve a passing score on the NC Computer Skills Test and
- Score at Level III or above on NC High School Competency Test (class of 2009).

Starting with Class 2010 (students who began 9th grade in the 2006-07 school year), there will be an additional High School Gateway Standard:

- Score at Level III or above on End-of-Course tests for English I, U.S. History, Biology, Civic & Economics, and Algebra I, or within one standard error of measurement.

Additional support is in place to address individual needs and circumstances. For more information about the standards, check the **DPI InfoWeb** at <http://www.ncpublicschools.org> or call 1-919-807-3769.

Insurance (all grade levels)

The voluntary student accident insurance program is a low cost way for parents to defray medical expenses resulting from accidents involving their children. Students will receive brochures describing the student insurance plan.

	Basic Option	High Option
School Time Coverage	\$8.25	\$17.50
24-Hour Coverage	\$42.50	\$74.50

School Pictures

School pictures, picture books, picture yearbooks/yearbooks (see Regulation JJE-R, “Student Fundraising Activities”):

Elementary Schools — Individual pictures and group pictures may be made during the school year. Purchase options offered in grades K-5 include soft cover picture books not to exceed a purchase price of \$15 plus tax; group pictures not to exceed a purchase price of \$8 plus tax; one item in a packet at no more than \$6 plus tax, with no maximum price limit for larger packages.

Middle Schools — Individual pictures may be made only twice a year. Group pictures may be made as appropriate for inclusion in the yearbook (see Middle School section at the back of this handbook). Purchase options offered in middle schools include one item in a packet at no more than \$6 plus tax and no maximum limit for the entire package. Picture books (yearbooks) are not to exceed a purchase price of \$17 plus tax (see CMS Regulation JJE-R). Optional features may also be available at some middle schools.

High Schools — Individual pictures may be made only twice a year. Group pictures may be made as appropriate for inclusion in the yearbook. Purchase options offered in grades 9-11 include one item in a packet at no more than \$6 plus tax with no maximum limit per package.

Meal Prices

	Breakfast	Lunch	Milk (1/2 pint)
Pre-K Students	\$1.00	\$1.75	\$.50
Elementary, Middle and High School Students	\$1.25	\$2.00	\$.50
Adults	A la carte	A la carte	\$.50

Students without meal money:

All students must have an approved meal application, cash or money on account to make meal purchases. Procedures are in place for Pre-K, elementary and middle school students who do not have money to receive a complete meal. The price of the meal will be charged to the student’s account. The student will be asked to return any extra items on his/her tray to the cashier. Parents will be notified of balances due and are responsible for payment. If payment is not received within 10 days of date of balance notice, the matter will be referred to the school social worker for further action.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should submit a written statement to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Charlotte-Mecklenburg Schools to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Charlotte-Mecklenburg Schools, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from your child's education records. However, CMS may disclose appropriately designated "directory information" without written consent, unless you have advised CMS to the contrary in accordance with CMS procedures. The primary purpose of directory information is to allow CMS to include this type of information from your child's education records in certain school publications. **Examples include:**

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want CMS to disclose directory information from your child's education records without your prior written consent, you must notify CMS in writing **within 10 days after the first day of school**. CMS has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photographs and videos
- Degrees, honors and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes: ¹*These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the nation's armed forces.*

(PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents specific rights regarding our conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

- A. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -**
1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations or beliefs of the student or parents; or
 8. Income, other than as required by law, to determine program eligibility.
- B. Receive notice and an opportunity to opt a student out of -**
1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
 3. Activities involving collection, disclosure or use of personal information obtained from students for the purpose of marketing or to sell or otherwise distribute the information to others.
- C. Inspect upon request and before administration or use -**
1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to the student when the student is 18 years old or an emancipated minor under state law.

Charlotte-Mecklenburg Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. Charlotte-Mecklenburg Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes are made. Charlotte-Mecklenburg Schools will directly notify, such as through U.S. mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation of the specific activity or survey.

Charlotte-Mecklenburg Schools will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by ED
- Any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education**

400 Maryland Avenue, SW
Washington, DC 20202-5901

The Charlotte-Mecklenburg Board of Education does not discriminate against any person on the basis of gender in admission or access to the programs, services or activities of the Charlotte-Mecklenburg Schools or in any aspect of operations. The Board of Education does not discriminate on the basis of gender in its hiring or employment practices.

This notice is provided pursuant to the requirements of Title IX and the Educational Amendments of 1972, 20 USC § 1681 et seq and its implementing regulations, 34 CFR Part 106. Any questions or concerns regarding the application of Title IX can be reported to:

Title IX Coordinator
Charlotte-Mecklenburg Schools

Post Office Box 30035
Charlotte, NC 28230-0035
980-343-5833

Office of Civil Rights at
US Department of Education

Post Office Box 14620
Washington, DC 20044 – 4620

NC Law § 115C-391.1. (Effective July, 2006) Permissible use of seclusion and restraint

(a) It is the policy of the State of North Carolina to:

- (1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
- (2) Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
- (3) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.
- (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.
- (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

(b) The following definitions apply in this section:

- (1) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
- (2) "Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:
 - a. Significant physical harm, such as tissue damage, physical illness, or death.
 - b. Serious, foreseeable long-term psychological impairment.
 - c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.
- (3) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
- (4) "IEP" means a student's Individualized Education Plan.
- (5) "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.
- (6) "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.
- (7) "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
- (8) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.
- (9) "School personnel" means:
 - a. Employees of a local board of education.
 - b. Any person working on school grounds or at a school

function under a contract or written agreement with the public school system to provide educational or related services to students.

- c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

(10) "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:

- a. Physically prevented from leaving by locking hardware or other means.
- b. Not capable of leaving due to physical or intellectual incapacity.

(11) "Time-out" means a behavior management technique in which a student is separated from other students for limited period of time in a monitored setting.

(c) Physical Restraint:

- (1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:
 - a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - b. As reasonably needed to maintain order or prevent or break up a fight.
 - c. As reasonably needed for self-defense.
 - d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
 - e. As reasonably needed to escort a student safely from one area to another.
 - f. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
 - g. As reasonably needed to prevent imminent destruction to school or another person's property.
- (2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.
- (3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
- (4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

(d) Mechanical Restraint:

- (1) Mechanical restraint of students by school personnel is permissible only in the following circumstances:
 - a. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.
 - b. When using seat belts or other safety restraints to secure students during transportation.
 - c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - d. As reasonably needed for self-defense.
 - e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.

- (2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.
- (3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.
- (e) Seclusion:**
- (1) Seclusion of students by school personnel may be used in the following circumstances:
- As reasonably needed to respond to a person in control of a weapon or other dangerous object.
 - As reasonably needed to maintain order or prevent or break up a fight.
 - As reasonably needed for self-defense.
 - As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
- e. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
- The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
 - The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.
 - The space in which the student is confined has been approved for such use by the local education agency.
 - The space is appropriately lighted.
 - The space is appropriately ventilated and heated or cooled.
 - The space is free of objects that unreasonably expose the student or others to harm.
- (2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.
- (3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
- (4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.
- (f) Isolation. – Isolation is permitted as a behavior management technique provided that:**
- The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
 - The duration of the isolation is reasonable in light of the purpose of the isolation.
 - The student is reasonably monitored while in isolation.
 - The isolation space is free of objects that unreasonably expose the student or others to harm.
- (g) Time-Out. – Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.**
- (h) Aversive Procedures. – The use of aversive procedures as defined in this section is prohibited in public schools.**
- (i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C390 or modifies the rules and procedures governing discipline under G.S. 115C391(a).**
- (j) Notice, Reporting and Documentation.**
- Notice of procedures. – Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.
 - Notice of specified incidents:
 - School personnel shall promptly notify the principal or principal's designee of:
 - Any use of aversive procedures.
 - Any prohibited use of mechanical restraint.
 - Any use of physical restraint resulting in observable physical injury to a student.
 - Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.
 - When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
 - As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.
 - The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
 - The date, time of day, location, duration, and description of the incident and interventions.
 - The events or events that led up to the incident.
 - The nature and extent of any injury to the student.
 - The name of a school employee the parent or guardian can contact regarding the incident.
 - No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.
- (k) Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees or any institutions of teacher education or their agents or employees or to create a criminal offense.**

As required by the Asbestos Hazard Emergency Response Act of 1986 (AHERA), inspections of all CMS facilities were completed in 1989 identifying the type, quantity and location of asbestos containing materials (ACM). ACM were found in almost every facility constructed prior to 1989. Schools built during and after 1989 were instructed to use no asbestos materials and this was specifically noted in the school designs.

Asbestos is a naturally occurring mineral and has been used in building materials for many years. Unless it is disturbed or damaged, it poses no health risk.

Management plans have been developed for all facilities regardless of ACM content. Depending upon the condition and potential for exposure, the plan calls for repair, continued surveillance and, in some cases, removal of ACM. Many schools that had asbestos have been renovated to remove all inspected ACM. The plan for your school is located in the front office and is available for review during school hours.

Annual AHERA Notice

This notice is to inform you, as required by the Federal Asbestos Hazard Emergency Response Act (AHERA), that the documentation for the Charlotte-Mecklenburg Schools Asbestos Management Plan, the semiannual surveillance inspections and the three-year re-inspection are available for your review in the office of every CMS school. Information regarding response actions may also be found in the Asbestos Management Plan files located at the Building Services facility. If you have any questions or concerns, please feel free to contact:

Environmental Health and Safety Specialist

(980) 343-1681

Environmental Health and Safety Manager

(980) 343-8632

Director of Safety

(980) 343-5156

Integrated Pest Management

Notification of Pesticide Use: CMS may use pesticides to control pests at your school or other sites in the district. Under state law, you have the right to be notified annually when CMS plans to apply pesticide and 72 hours prior to pesticide use that occurs outside that schedule. However, you must use a form provided by your school's Integrated Pest Management (IPM) representative to be notified 72 hours prior to pesticide use outside CMS' regular schedule.

Exemptions: Several low-risk pesticides are exempt from these notification requirements. They include: antimicrobial cleansers, disinfectants, self-contained baits, crack-and-crevice treatments and any pesticide products classified by the U.S. Environmental Protection Agency as in Toxicity Class IV, "relatively nontoxic." You have a right to be notified of all non-exempt pesticide use at your school or any non-school site (office building, garage, workshop, etc.). This includes both indoor and outdoor use of pesticide, and includes sprayings during summer recess, holidays, weekends or after-school hours.

Emergency Pesticide Use: Emergencies may occur that require the use of a non-exempt pesticide for pest control at your school or another site. As a result, there may be times when we are unable to fulfill your request of notifying you more than 72 hours in advance. In such emergency cases, you will be notified of pesticide application less than 72 hours before use -- or as soon as possible after the pesticide application.

You may request advance notification of non-exempt pesticide applications at your school or another site using a form available from your school's Integrated Pest Management contact. If you want to receive pesticide-use notification for multiple sites in the district, you may list up to five locations per form. You must submit a new copy of this form each year and every time you wish to update or change your contact information. The form should be returned to your school's IPM contact.

Policy JK, Adopted 11/11/03

Education is the primary purpose of public school. In order for teachers to teach and students to learn, an atmosphere conducive to learning must be consistently maintained. Accordingly, the teacher is the recognized authority in the classroom.

Discipline is defined as well-ordered, directed behavior. Therefore, students shall be taught character education, including the values of responsibility, respect for others and self-discipline. Guidelines for appropriate student behavior shall be set by the district. Unless circumstances dictate otherwise, consequences that occur when students do not follow the guidelines shall be progressive in nature. Students are expected to follow the student behavior guidelines while on Board of Education property. Board of Education property includes the physical premises of all school campuses and properties, bus stops, all vehicles under the control of the district and all school-sponsored curricular or extra-curricular activities, whether occurring on or away from a school campus.

Parents, as well as teachers, principals, administrative and support personnel, the superintendent, Board of Education and students share the responsibility to work together so that students will develop and maintain disciplined behavior.

Corporal punishment is prohibited in the school system and shall not be used in any circumstances to maintain discipline.

The Charlotte-Mecklenburg Board of Education adopted an important new policy in March 2008 to address the problem of bullying. CMS is committed to creating a safe and respectful environment for all students.

Bullying Policy CMS/NEPN CODE:JICK **Date of Adoption: 3/11/08**

It is the policy of the Charlotte-Mecklenburg Board of Education to maintain learning environments that are free from harassment or bullying. This freedom includes, but is not limited to, freedom from harassment or bullying based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic or language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or physical, mental, or sensory disability. The Board prohibits any and all forms of harassment or bullying on Board property or at Board-sanctioned events.

It shall be a violation of this policy for any student, teacher, administrator, other school personnel, or any third party, including but not limited to those subject to supervision and control of the Charlotte-Mecklenburg Board of Education, 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 teacher, administrator or other school personnel to tolerate such harassment or bullying of any person by a student, teacher, administrator, other school personnel, or by any third parties, including but not limited to those persons subject to supervision and control of the Charlotte-Mecklenburg School System.

The Charlotte-Mecklenburg Board of Education directs the Superintendent to 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 and respect for all individuals. The Superintendent shall implement this policy by all appropriate means including, without limitation, the following: (a) publication of the policy to CMS personnel and students; (b) a process for victims to report harassment or bullying; (c) annual training for CMS staff, students, and community about techniques to support enforcement of the policy; and (d) determination and implementation of methods to gather and measure data regarding harassment and bullying within CMS.

The goal of the Talent Development and Advanced Studies Program in Charlotte-Mecklenburg Schools is to provide rigorous curriculum and academic opportunities whereby each student may reach a classroom performance consistent with his/her intellectual ability.

In CMS, elementary students are identified for talent development when they perform consistently above grade level and demonstrate extraordinary problem solving in the areas of language, math and spatial perception. When presented with an open-ended or challenging problem, extraordinary problem-solvers demonstrate creativity, critical thinking and task commitment in order to reach a productive solution. Identified students have clear or extreme strengths that require differentiated curricula and instruction to grow academically.

In elementary schools, the implementation of the program is a joint effort by the classroom teachers and the talent development teachers who use the technique of "consultation and collaboration" as they develop curriculum and participate in professional development. At the elementary (K-5) level, the program is known as "Catalyst."

There are six academic magnet centers that offer full-time gifted classrooms for students in grades 3-5. Placement is available during the annual magnet school lottery. Students in the Talent Development program are automatically offered placement in the Middle Years International Baccalaureate Program (MYP).

CMS also offers a program for highly-gifted students in grades K-12. These students must be working at a minimum of 2-3 years above grade level in addition to meeting specific standardized aptitude and achievement criteria. Please contact the Talent Development and Advanced Studies Office at **(980) 343-6955** for more information about this program.

Each middle school receives support from an academic facilitator who works with students and teachers to develop rigorous, accelerated,

complex curriculum and appropriate instructional practices in math and language arts. High-performing middle school students are evaluated annually for instructional placement in language arts and math courses. Some middle schools are candidates or authorized to offer the International Baccalaureate (IB) Middle Years Program (MYP). The MYP program is available through the magnet enrollment process.

In high school (9-12), through the Advanced Studies Program, students may select the interdisciplinary or discipline-specific Honors or Advanced Placement coursework. All high schools offer Honors and Advanced Placement courses; some high schools offer the International Baccalaureate (IB) program in grades 11 and 12 and MYP for grades 9 and 10. The IB program is available through the magnet enrollment process.

The CMS Advanced Studies program also offers students and families the option to participate in the International Baccalaureate (IB) program. This is a K-12 program that offers students a rigorous and challenging curriculum. It is inquiry-based and provides students with the skills and perspectives needed to successfully compete in the global world. CMS has five elementary schools that are either candidates or authorized for the Primary Years Program; five middle schools that are either candidates or authorized for the Middle Years program and five high schools that offer the Diploma Program (DP). Students in the Diploma Program take college level courses and sit for international exams in all subjects. The IB program (K-12) is available through the magnet process.

If you have questions about the identification of gifted students or if you have questions about the program in your school, contact the school directly. For additional information or assistance, please contact **Talent Development/Advanced Studies, 428 West Boulevard, Suite 113 or call (980) 343-6955.**

Charlotte-Mecklenburg Schools (CMS) furnishes student textbooks. Schools provide textbooks on loan to students. Textbooks are issued to students at the beginning of the year or upon enrollment. Students are responsible for the textbooks issued to them.

Students are expected to return textbooks in good condition, allowing for wear occurring from normal use. Textbooks are to be returned at the end of the school year or when a student withdraws from school. Fees will be charged for books not returned, lost and/or damaged.

CMS is committed to providing the necessary textbooks and resources for all CMS-approved courses. Having textbooks that align with the instructional program is an inherent component of the teaching and learning process. Equally important is the expectation that students and parents will be accountable for textbooks issued during the school year.

Schools can recognize significant savings with an improved reimbursement procedure for lost and damaged textbooks. To help address our community's high expectations and to meet CMS goals, we continue to develop more effective and efficient operations and to educate students to show responsibility and have respect for property.

Your child's school needs your cooperation in insuring that students return textbooks in good condition at the end of the school year or when withdrawing. Students who lose or damage textbooks will be required to reimburse CMS. **All** delinquent accounts will be monitored and tracked throughout a student's academic career.

Additionally, please note that delinquent accounts are subject to the following:

1. Letter to be mailed to parents indicating fees owed.
2. Information regarding fees owed will be placed in the student's record.
3. Parents will be required to pick up their student's class schedule from school.
4. Diplomas will be held for students owing fees.
5. A student's participation in non-required field trips will be limited.
6. A student's participation in graduation or promotion ceremonies will be denied.
7. Delinquent fee information for students who withdraw from one school site will be forwarded to the new CMS school site.
8. Only information necessary for grade or course registration will be sent for students who withdraw and enroll in another school system.

If you have questions about the fee schedule for lost or damaged textbooks, the textbook contact at your school will be willing to assist you.

CMS Policy IJL

Selection of Library Media Center and Supplementary Instructional Materials 11/13/01

It is the intent of the Board of Education to make available to all students the best available supplementary instructional materials and media center resources. This includes instructional aids and equipment, audiovisual materials, supplementary books and resources, library books and resources. A list of media center materials shall be established for each school level and shall be surveyed and updated on an annual basis.

The superintendent shall adopt a regulation setting forth the responsibility for selecting media center and supplementary materials and objectives and procedures for this process. The regulation shall also include procedures for the public to follow to challenge the selection or use of certain materials.

Special Note

All Charlotte-Mecklenburg Board of Education Policies and Regulations that are reprinted as part of this handbook can be found in the **CMS Online Policy Manual** at www.cms.k12.nc.us. Policies are adopted by the Charlotte-Mecklenburg Board of Education. Frequently, they are accompanied by regulations, approved by the superintendent, that include specific instructions on how the policy should be implemented.

In 2008-2009, Charlotte-Mecklenburg Schools operated an average of 1,255 buses that traveled an estimated 140,000 miles each day. Approximately 112,000 students utilized CMS transportation services each day. The district provides transportation for any student who is deemed eligible based on the Board-approved student assignment policy and regulations. CMS Transportation will provide services to and from school for eligible students with bus stops and bus route assignments based on their residence address in the district's student information system.

It is very important to maintain a current and accurate address through your school at all times. **Please note:** *Parents may become responsible for morning delivery and afternoon pickup if an address change results in the child moving outside of his/her home school and the family chooses for the child to remain in the current or non-home school. (See more details below) Individual student situations may vary and not all conditions may apply to the above general statement. If you have specific questions, please contact your school administrator.*

Transportation for alternate stop locations, other than the one assigned based on the student's residence address, to include licensed daycares and/or a relative's address, will be provided within the student's attending school boundary. Only those students eligible for transportation may request these transportation arrangements. Please note that transportation services will not be granted to locations such as public businesses (e.g., a parents' workplace), non-CMS after school activities (e.g., dance studio, karate classes) or student workplaces. A Transportation Request Form must be completed for an alternate stop to be considered. Parents should submit their request by going online to www.cms.k12.nc.us and, located at the bottom of the home page under Bulletin Board, click on 2009-2010 Transportation Service Request Forms.

Transportation will be provided to students remaining after school for instructionally related extended day programs and/or Saturday Academy. Only students eligible for transportation will receive these services. Please note this level of transportation service may be eliminated or reduced, upon district approval, since it is beyond the hours of the regular school day. Bus stops may also be based on common geography of all students attending the extended and/or Saturday Academy versus stops based on individual student residence address. Parents are responsible for the safety of the student under these transportation arrangements.

As stated above, to ensure CMS Transportation is generating and maintaining bus schedules based on where the child lives, it is very important the school is made aware of the accurate residence address for each child.

If a change of address is reported during the summer months (after the

last day of class and before the opening day for the next school year) the student's school assignment will become the home school for the new address. Transportation will continue for students residing within their home school attendance boundary. If a change of address is reported on opening day of school or anytime during the regular school year, transportation will continue for any child who moves into another school's attendance boundary becoming their 'new' home school AND moves to that school. Transportation will not continue for any child who moves into another school's attendance boundary and does not change schools for the balance of the school year. In these cases, the child will be automatically assigned to their home school the following year and will become eligible for transportation once again.

NO TRANSPORTATION ZONE GUIDELINES

The "No Transportation Zone" is a designated area surrounding a school in which students living within the boundary of the attending school will NOT be provided transportation services. Per North Carolina State Law (see printed below) this area can measure up to a 1.5 mile radius around the school building. A student residing within the established no transportation zone for their attending school will not be eligible for transportation services. A student properly coded and authorized as an exceptional child in a self-contained setting and residing within the established zone may be considered for a bus stop.* Licensed daycares located within the no transportation zone may be considered for transportation services. The parent or guardian is responsible for their child(ren)'s safety to and from school.

*Exception: Schools may request an exception for a child who's Individual Education Plan (IEP) requires special transportation services or for a child whose 504 Plan requires special transportation. Documentation must be provided to the Transportation Department at Airport Center Parkway.

§ 115C-242. Use and operation of school buses.

A local board of education which elects to operate a school bus transportation system shall not be required to provide transportation for any school employee, nor shall such board be required to provide transportation for any pupil living within one and one half miles of the school in which such pupil is enrolled.

SCHOOL BUS STOPS AND BUS SCHEDULES

The superintendent, with the assistance of the Transportation Department, will designate school bus routes and stops. Bus stops will be no closer than .2 mile unless an exception is made because of safety factors. Due to rising fuel prices and other operational costs, along with the Board of Education directing all operations to become more efficient, Transportation is making some adjustments, where feasible. These changes include identifying common stop locations in all neighborhoods, rather than bus stop locations based specifically on students' residential addresses. The distances students may be walking to their bus stops is based on the following criteria:

- Bus stops for elementary school students may be adjusted up to .2 mile if they are not currently subject to that distance
- Bus stops for middle and high school students will be adjusted up to .4 mile where feasible

School buses will come to a complete stop at each bus stop; if no student is in sight, the bus will continue on its route immediately. The school bus driver will report to the principal the name of any student who is frequently late in arriving at the bus stop. If a student does not utilize a bus stop location for 10 consecutive days, Transportation reserves the right to cease service for the student and/or eliminate the bus stop if there are no other eligible students assigned to the stop.

Students should arrive at the bus stop at least 10 minutes prior to the scheduled pick-up time. To allow for uncontrollable incidents, such as traffic delays, students should wait for the bus at least 15 minutes after the scheduled pick-up time, before leaving the bus stop.

Parents Responsibility

- Parents/guardians are responsible to make sure their children get to and from the designated stop safely.
- Parents/guardians are responsible for selecting their children's walking routes to and from bus stops, and home.
- Parents/guardians are responsible for providing supervision that is appropriate to the student's age, maturity, and conditions that exist on the walk route.
- Parents/guardians should know their children's bus number and stop location.
- Parents/guardians shall know the bus rules and review them with their children.

To the extent possible, students may be scheduled to arrive at school no earlier than 30 minutes prior to the approved morning bell. This arrival window, per the Board of Education, is designed for students to adequately prepare for the educational day and also allows for maximum utilization and scheduling of school buses serving multiple schools in the morning.

School Bus Safety and Conduct

We know you share our concern for the safety of every student who rides a school bus or activity bus. We ask you to impress upon your child that it is absolutely necessary to follow the rules and to obey the bus driver. It is very important that you review these rules and responsibilities, as well as those included in the *Student Rights, Responsibilities and Character Development Handbook*, with your child and let us know you have done so by completing and signing the form included in that handbook and sending it to your school with your child. After 10 school days, if the school does not have the signed form, the principal may take away the privilege of riding the bus.

Duties and Responsibilities of Students on Buses

Conduct of Students

- Obey the bus driver promptly concerning conduct on the bus.
- Observe classroom conduct, except for ordinary conversation with students in the same seat, while getting on or off and while riding on the school bus.
- Except with prior written permission from the principal, objects that are prohibited in school, as listed in the *Students Rights, Responsibilities and Character Development Handbook*, are also not allowed on the school bus.
- Be at the place designated both morning and afternoon ready to board the bus prior to the time shown on the posted schedule. The driver is responsible for maintaining this schedule and will not wait for tardy students.
- Help keep the bus clean, sanitary and orderly and do not damage or abuse the cushions or other bus equipment. Students will be required to pay for damages. For the child's safety, eating is not permitted on the school bus.
- In case of emergency, ask the driver to stop the bus.
- Do not use drugs, alcohol, tobacco or profane language on the bus. Students are not permitted to use recording devices or radios on the buses.

Safety Rules

- Stay off the roadway while waiting for the bus.
- Wait until the bus has come to a complete stop before attempting to get on or off.
- Leave the bus only with the consent of the driver.
- Enter or leave the bus only by the front door except in case of emergency.
- Do not lean out of windows. Keep head and hands inside the bus.
- When crossing a street at a bus stop:
 1. Make sure the bus is stopped, the door is open and the stop signal is out.
 2. Look both ways and do not run across the street.
 3. Cross in front of the bus within sight and hearing of the driver.
 4. When safe, walk quickly and directly to board the bus.
- Do not follow behind the bus if your student misses his/her stop. (Students can only board bus at an assigned stop.)

UNDER GENERAL STATUTE §115C-245, THE PRINCIPAL MAY PROSECUTE A STUDENT FOR: Misconduct On The Bus Or Violating The Instructions Of The Driver. The Following Are Examples of Misconduct:

- Fighting, smoking, drinking, using or possessing drugs, using profanity or refusing to obey the driver;
- Entering or leaving the bus without the permission of the driver;
- Refusing to be seated or not allowing others to be seated;
- Using the emergency exit when there is no emergency;
- Not leaving the bus at the right time or place;
- Delaying the bus schedule;
- Distracting the bus driver; or
- Participating in any inappropriate behavior while riding the bus.

Repeated violations will result in out-of-school suspension and permanent removal of transportation privileges. UNDER GENERAL STATUTE §115C-399, THE PRINCIPAL MAY PROSECUTE A STUDENT FOR:

- Willfully trespassing upon or damaging a school bus;
- Entering a school bus or school activity bus after being forbidden to do so; or
- Refusing to leave a bus upon request.

Unauthorized persons, including parents and guardians, are not permitted on buses without permission from the principal. Entering a school bus without permission is unlawful by North Carolina law and the violator could receive a trespassing charge.

School bus rules and actions of school bus drivers are for the safety of our children.

Dress Code

According to Charlotte-Mecklenburg Schools policy, extreme styles in clothing and grooming may be detrimental to the maintenance of discipline and morale in school. The principal and his/her staff are responsible for determining and enforcing regulations governing proper dress and grooming of students.

This information will be included in the individual school handbook and the *Student Rights, Responsibilities and Character Development Handbook*.

CMS Policy School Uniforms JICAA — (Revised 4/15/08)

With the approval of the superintendent, schools may implement plans in which students are required to wear uniforms at school during the regular school day. The purpose of such programs is to allow students to focus on instructional objectives of the school, favorably impact student attitude, promote harmony among students, increase safety, and enhance the image of the schools. Uniform plans adopted by schools shall not prohibit students from wearing particular attire that is part of their religious practice or from wearing or displaying items that do not contribute to disruption or interfere with discipline or the rights of others.

The superintendent is directed to develop regulations to implement this policy, which shall include details of how school are to develop uniform plans, guidelines for permissible types of uniforms, and the process by which such plans shall be approved by the superintendent.

Special Note

In November 2008, regulations with details of how schools are to implement a uniform policy were approved by the superintendent. Regulation JICAA-R may be accessed online at www.cms.k12.nc.us.

All CMS elementary schools offer services to students in grades kindergarten through five. In addition, pre-kindergarten programs are available to students with identified educational needs. All schools implement the North Carolina Standard Course of Study. In CMS, the instructional program is organized to provide a minimum of two hours of literacy instruction and one hour of mathematics instruction per day. Science and Social Studies receive 30 minutes of instruction per day and physical education, performing arts, visual arts and media are taught for 45 minutes per week. To meet the needs of all students, the CMS elementary program requires daily remediation and enrichment instruction.

Bright Beginnings Pre-Kindergarten Program

The Bright Beginnings Pre-K Program is an award-winning, literacy-based initiative for four-year-olds with identified educational needs. Eligibility is determined based on a formal screening process, a parent survey and income. The program is the cornerstone of the district's goal to have 95 percent of third-grade students reading at or above grade level. For more information, contact the **Bright Beginnings Office** at (980) 343-5950.

Pre-Kindergarten, Kindergarten and First-Grade Entry Requirements

Pre-kindergarten, kindergarten and new first-grade students entering Charlotte-Mecklenburg Schools shall be required to present a certified birth certificate or other satisfactory evidence of age. In addition, parents must present an immunization record, health assessment (current physical exam), proof of address, such as a rental lease, utility bill (not phone bill) or sales contract and social security card of the child.

A child entering the pre-kindergarten program of the Charlotte-Mecklenburg Schools in 2009-2010 must be four years old on or before Aug. 31, 2009, and must indicate a need for preschool as determined by a screening assessment, a parent survey and income. Call (980) 343-5950 for more information about the screening process or about pre-kindergarten in general. **Because of a change in NC law, in 2009-2010, students must be 5 years old on or before Aug. 31, 2009, to enter kindergarten.** Parents interested in early admittance to the kindergarten program should contact the Talent Development/Advanced Studies office at (980) 343-6955.

All children must bring valid records of required immunizations.

Health Assessments

CMS Board Policy JLC, Student Health Assessment Requirements and NC law require that all Pre-Kindergarten, Kindergarten and new first grade students entering the Charlotte-Mecklenburg Schools have a health assessment (physical assessment). State law requires that the health assessment shall be administered no more than 12 months before the date of school entry. The law also provides that:

- A completed health assessment transmittal form must be presented to the principal on or before the child's first day of attendance. This required form is the blue Kindergarten Health Assessment Report form (PPS-2K).
- Principals have both the authority and the responsibility to exclude children who have not had an assessment by the deadline.

Health assessments must include a medical history and physical examination with screening for vision and hearing. The health assessment must be conducted by a physician licensed to practice medicine, a physician's assistant as defined in General Statute 90-18, a certified nurse practitioner or a public health nurse meeting the North Carolina Division of Health Services' Standards for Early Periodic Screening, Diagnosis and Treatment. Results must be submitted to the school principal on forms provided by the North Carolina Department of Health and Human Services.

Student Support Programs

School Counselor

Each elementary school has a full-time school counselor to deliver a comprehensive school counseling program that supports students' academic, personal/social and career development. The counselor:

- Provides classroom guidance lessons on topics such as social skills, career interests and study skills
- Consults and works collaboratively with school staff and parents
- Assists with the development of educational and behavioral plans
- Provides individual and group counseling
- Serves as liaison between home, school and community resources
- Assists with and responds to crises
- Helps students overcome barriers to learning
- Provides preventive and interventive strategies to promote student success
- Facilitates parent/teacher conferences
- Helps to foster a positive school environment
- Advocates for students

School Psychologist

- Consults with school staff and parents
- Assists with the development of educational and behavioral plans
- Conducts psychological evaluations of students who have learning or behavioral problems

School Social Worker

The student support case manager's responsibility focuses on developing prevention, intervention and therapeutic strategies for students who need more support. The student support case manager is a school social worker who:

- Develops and implements a system for identification of and intervention strategies for students who need support
- Assists parents and teachers with the development of appropriate educational and behavioral plans
- Monitors attendance, academic and behavioral performance of identified students
- Serves as liaison and resource for the faculty, staff and community agencies

School Health Services

The Mecklenburg County Health Department School Health Program provides School Health services to the students of CMS. School nurses are registered nurses with a Bachelor of Science degree in nursing. They provide a broad range of health services to minimize health problems that impede learning. These include:

- Screening, assessment, identification and planning for the care, safety and ongoing evaluation of students with special health care needs
- Training and monitoring of unlicensed assistive personnel in the performance of healthcare procedures
- Supporting school staff in the safe administration of medication through training and monitoring
- Consultative services to the school community and referrals to community
- Consulting with the Student Services Team and developing of health objectives for the Individual Education Plan
- Recommending accommodations for students who may need adaptations or modifications to daily school activities
- Developing Individual Healthcare Plans for students with health problems to promote well being and optimal performance while in school, and
- Coordinating healthcare services in the school setting

Middle School Philosophy

All Charlotte-Mecklenburg middle schools serve students in grades 6-8. The educational environment in each school is committed to meeting the ever-changing needs of the 10-14 year old. Middle schools are designed to provide a smooth transition from elementary school to the more rigorous high school environment. Each middle school provides a setting where parents continue to be active participants in their child's education. Part of this transition includes students assuming more personal and academic responsibilities.

Key components essential in the planning and implementing of a high achieving middle school include the following:

- Students will be assigned to academic teams.
- Interdisciplinary teams of teachers meet to review data and plan instruction together.
- Time is provided to nurture the adult-student relationships (advisory).
- An environment is created so that all students are successful and are recognized for their achievements.
- Students will have the opportunity to explore a variety of interests through elective/exploratory classes, clubs, organizations and other teacher-planned activities.

Interdisciplinary Teaming

Interdisciplinary teaming in a middle school purposefully divides a larger student and faculty population in small units so that students receive more individual attention and recognition. There may be more than one team per grade level, depending on the size of the school. Ideally, there are between 90-130 students and four to eight teachers assigned to a team. The team typically includes four academic teachers who are called core teachers and other "elective" teachers serve the students on the team. The core teachers (language arts, mathematics, social studies and science teachers) meet daily to discuss students' progress, plan teaching units, conduct parent conferences and consider other issues, which affect their students. The "elective" teachers meet regularly with the core team to support the team's curriculum and activities. Students receive recognition and support from members of the team. Team assemblies and team meetings provide recognition for excellence in academics, improvement in classroom behavior and perfect attendance. The discipline policy is established by the faculty members on the team and is consistent within the team, thereby creating fewer guidelines that an adolescent must understand and follow during the course of a day. Homework policies, organizational strategies and testing dates are developed by the team to create uniformity for the students. A school counselor and a grade level administrator are also team members.

Parents can also benefit from middle school teaming. Parents can collaborate with the four academic teachers in one visit, maximizing time and effort. Parents benefit from hearing about their child's academic progress in all of the core classes. A school counselor may be present at the time of parent conferences. Teaming allows teachers to know their students well. The team communicates special needs and learning difficulties to plan success strategies on an individual basis. Through the collaboration of these professionals, each child is more successful academically.

Homework Philosophy

The schools at the middle level believe that the main purpose of homework is to increase student academic achievement. We believe that homework assignments that are carefully structured by teachers and are meaningful to students will have a significant influence on student achievement and academic success. Homework will be a natural extension of the classroom experience and a major opportunity for students to practice and further develop all levels of thinking skills. The completion of homework will enhance student achievement, personal student study habits and develop a sense of responsibility on the part of the student. The satisfactory completion of homework assignments or lack thereof, will be a factor included in the calculation of student grades for each course. Teachers are expected to work cooperatively with their respective team members, department members and elective/exploratory teachers in assigning homework and in the development of evaluation criteria. Students can expect one to two hours of homework daily. Long-range assignments and/or projects are not to be considered in conflict with daily homework assignments. If students are absent from school, they must request homework and class work assignments from their teachers.

Course Offerings

Charlotte-Mecklenburg middle schools are all organized in a consistent pattern to educate all students in grades 6-8. Schools offer a variety of learning levels to accommodate the students they serve. Course offerings are similar at every middle school, unless there is a special magnet theme associated with an individual school. Every middle school has additional curriculum, which is designed to provide students with the opportunity to enter International Baccalaureate or Advanced Placement programs/courses at the high school level.

Middle schools have four "core" subjects each day. Students and teachers form a core team that works collaboratively as a unit all year. Core teams allow the flexibility to move students within the team to accommodate academic capabilities. These core courses are designed from the North Carolina Course of Study.

Teams accommodate a variety of educational levels based on test performance and develop instructional strategies to best meet individual student's needs. Core subjects are language arts, social studies, science, mathematics and reading. Within each middle school, beyond the core courses, there are three additional periods of time. This time frame includes a time for lunch, physical education and a wide variety of elective/exploratory courses in areas including fine arts, performing arts, career and technical education, technology and foreign language.

Time may be used flexibly to provide for intervention, grade-level and accelerated instruction. As a result, the integration of instruction takes place to provide more relevance to the student. Innovative, developmentally appropriate instructional strategies are incorporated to meet students' learning styles and needs.

Each spring, parents review course selections made by their children for the following school year. They may consult with counselors and/or teachers to ensure accurate placement and course selections. A typical schedule for a middle school student includes advisor/advisee, core classes, electives and lunch.

Graduation Credit

Effective in 2007-2008, students will be awarded graduation credit for high school-level math (algebra and geometry) and world language courses taken in middle school if the courses meet all high school course requirements. In math courses, students must score a Level III or IV on the End-Of-Course test and pass the class in order to earn high school credit. The same rules became effective for high school-level science courses taken in middle school in 2008-2009. More detail about this rule can be found in the *Middle School Course Offerings* book.

Student Support Programs

School Counseling

The school counselor:

- Presents classroom guidance activities on various topics
- Assists students in selecting appropriate courses to support their educational and career goals
- Develops with the students and parents an educational and career plan for grades 9-12 and beyond called the Diploma + Education Plan
- Advises students, parents and staff on topics related to academic success
- Counsels with students, individually and in groups, on normal developmental issues
- Helps students transition from elementary to middle school and from middle to high school

- Assists students and parents with attendance and behavioral concerns
- Serves as liaison and resource for students, school staff and parents to community resources
- Actively promotes student success
- Works collaboratively with staff and parents
- Interprets test results and advises students based on data
- Assists with and responds to school-related crises
- Provides preventive and interventive strategies to promote student success
- Fosters a positive school environment
- Facilitates parent/teacher conferences

Career Exploration

Students will be exposed to career exploration through middle school Career and Technical Education (CTE) curriculum, which provides opportunities for career-interest assessment, guest speakers and career-focused field trips. During either sixth, seventh or eighth grade, students will have an opportunity to enroll in an "Exploring Career Decisions" course to increase self-awareness and make wise educational and career decisions as they plan for postsecondary goals. These experiences help facilitate a smooth transition from middle school to high school for students. In addition, eighth-grade students and their families are encouraged to attend the annual National College Fair in the spring.

Substance Abuse Prevention Program

All middle schools are provided substance abuse prevention and intervention services by a Student Assistance Program counselor or consultant who:

- Provides substance prevention, intervention and consultant services to students, parents and staff.
- Implements research-based prevention programs and presentations.
- Screens students who have violated CMS alcohol, tobacco and other drug policies and follows up with parents.
- Consults with parents and staff.
- Provides individual counseling and support groups for students regarding substance use/abuse issues.

Parents often wonder where they can receive assistance if they suspect that their child is involved with alcohol, tobacco or other drugs. If your child exhibits the following behaviors, you may want to contact a school counselor for the appropriate referral: changes in appearance or friends, isolation from the family and/or a gradual loss of interest in school grades, sports and family activities.

School Psychology

The school psychologist:

- Conducts evaluations of students who are having significant academic, emotional or behavioral difficulty
- Advises students, parents and staff about educational options for students with special needs
- Consults with teachers and other school personnel about instructional programs and curriculum modifications
- Counsels students having personal adjustment concerns

School Social Work

The school social worker:

- Serves as a liaison between home, school and community resources
- Counsels students having personal adjustment concerns
- Addresses specific issues related to students with poor attendance

School Health Services

The Mecklenburg County Health Department School Health Program provides School Health services to the students of CMS. School nurses are registered nurses with a Bachelor of Science degree in nursing.

They provide a broad range of health services to minimize health problems that impede learning.

These include:

- Screening, assessment, identification and planning for the care, safety and ongoing evaluation of students with special health care needs.
- Training and monitoring of unlicensed assistive personnel in the performance of healthcare procedures.
- Supporting school staff in the safe administration of medication through training and monitoring.
- Consultative services to the school community and referrals to community.
- Consulting with the Student Services Team and developing of health objectives for the Individual Education Plan.
- Recommending accommodations for students who may need adaptations or modifications to daily school activities.
- Developing Individual Healthcare Plans for students with health problems to promote well being and optimal performance while in school.
- Coordinating healthcare services in the school setting.

Glossary of Middle School Terms

ABCs

The ABCs are a North Carolina state initiative to raise the achievement of all students. The ABC goals, which are given to every school within the state, compare a student's learning from one year to the next. It is a measure of accountability in reading, math and writing. Expected growth goals from the state are based on the number of students who show a year's growth on the End-of-Grade tests. Exemplary goals are based on the number of students who are performing at or above grade level on the End-of-Grade tests.

A/B Day Block Schedule or Double Block Schedule

All middle schools will implement an A/B day schedule, which involves organizing the school day into larger units of time. Students will meet half of their classes for 90 minutes each on one day and the remaining four of their classes on the following school day. There are many benefits when implementing these schedules. Some middle schools will double block math and language arts, which will meet every day. In a block schedule, the number of class changes is reduced and teachers are better able to plan extended lessons that engage students as active learners. Homework is better balanced because fewer classes meet on a given day than in a 45-minute schedule. Students also perform at higher levels of achievement when they focus on fewer classes. The A/B Day Schedule is printed on page 69.

Academic Facilitator

A teaching position, which serves as a support to other teachers, is known as an academic facilitator. The academic facilitator is familiar with all areas of the state curriculum and assists in designing lessons, analyzing assessments, providing resources which support the state guidelines, leading and facilitating on-site professional development activities in the instructional area. The academic facilitator works with the classroom teacher(s) to develop rigorous, accelerated curriculum and identify effective instructional strategies for use in the areas of math, language arts, science and social studies. The academic facilitator models lessons, observes lessons and provides instructional feedback through collaboration and consultation.

Advisor/Advisee Programs (A/A)

The advisor/advisee programs provide a smaller ratio of students to a staff member to help with learning and to provide a forum for academic advice. A staff member meets with a group of students daily and becomes an advocate for these advisees. The advisor's role may include making suggestions about course selections or monitoring academic progress. Time may be spent in administrative procedures, such as taking attendance or collecting fees; however, it also includes time for interpersonal skills to be developed. Intramurals are frequently scheduled during A/A time. The advisor may refer students who may benefit from counseling to the school counselor.

Block/Flexible Scheduling

Block/flexible scheduling involves the organization of the school day into large units of time that may be utilized in varied and productive ways by the school staff.

Character Education

Character Education is encouraged in the development and use of character traits which promote a safe and healthy community. The traits being emphasized throughout CMS are caring, cooperation, citizenship, honesty, justice and fairness, perseverance, respect, responsibility, trustworthiness and work ethic. As part of the emphasis on citizenship, the Pledge of Allegiance is recited each morning.

Common Planning Time

Common planning time is regularly scheduled time during the school day in which a given team of teachers who are responsible for the same group of students are available for joint planning, parent conferencing or lesson preparation.

Core Classes

Language arts, reading, mathematics, science and social studies make up the core classes.

Differentiation

Differentiation is the process of varying teaching strategies, learner outcomes, methods of assessing progress and performance expectations to accommodate and reflect differences in the student's learning.

Diploma + Plan

The Diploma + Plan is a student portfolio that is started for each student in the 8th grade for the purpose of educational and career planning.

Early Adolescence

Early adolescence is defined as the stage of development between the ages of 10-14 when students begin to experience puberty.

Exploratories

Exploratories are regularly scheduled curriculum experiences designed to help students discover and/or examine learning related to their changing needs, aptitudes and interests. These are often referred to as the "wheel" or mini-classes.

Heterogeneous Grouping

A heterogeneous grouping of students does not divide learners solely on the basis of ability or academic achievement.

Homogeneous Grouping

A homogeneous grouping of students divides learners on the basis of specific levels of ability or achievement.

Interdisciplinary Activities

Instruction that integrates and combines subject matter ordinarily taught separately into a single organizational structure is known as "Interdisciplinary Activities."

Interdisciplinary Teams

Instructional organizations formed by two to six teachers representing varied disciplines who pool their resources, interests, expertise and knowledge of students to jointly take the responsibility for meeting educational needs of a common group of students are known as Interdisciplinary Teams.

Interscholastic

Interscholastic activities are athletic activities or events whose primary purpose is to foster competition between different schools and school districts.

Intrascholastic or Intramural

Intrascholastic or Intramural athletic activities or events that are held within the school day (and within the school) for the purpose of encouraging all students to participate regardless of athletic ability.

Middle School Athletics (Grades 7-8)

Vision: To ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in society.

Sports Offerings

Fall Football, Girl's Softball, Girl's Volleyball, Golf, Cheerleading

Winter Boy's Basketball, Girl's Basketball, Cheerleading

Spring Baseball, Boy's Soccer, Girl's Soccer, Boy's Track, Girl's Track

Responsibilities of Parents and Student-Athletes

The Student-Athlete:

- ▼ Must receive a health screening each year (365 days) by a licensed physician, nurse practitioner or physician assistant.
- ▼ Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation.
- ▼ May not, as an individual or as a team, practice during the school day.
- ▼ May only attend summer camps to which the athlete or his/her parents pay the fees.

Additional Information

Athletic information included in this *Parent-Student Handbook* is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the **Charlotte-Mecklenburg Schools Department of Athletics** Web site at www.cms.k12.nc.us/cmsdepartments/athletics/Pages/default.aspx or call (980) 343-6980.

Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (State Board of Education Regulation). No student may be eligible to participate at the middle school level for a period lasting longer than four (4) consecutive semesters beginning with the student's entry into the seventh grade. The principal shall have evidence of the date of each player's entry into the seventh grade and monitor the four (4) consecutive semesters. In order to qualify for public school participation, a student must meet the following requirements, but is not limited to the following requirements:

7th Grade

- ▼ A student who is promoted from the sixth grade to the seventh grade automatically meets the requirements for the first semester
- ▼ Must have earned a 2.0 GPA from previous semester (beginning second semester)
- ▼ Must have passed a minimum load of work during the previous semester (beginning second semester)*
- ▼ Must be currently enrolled in at least one-half of the minimum academic course load
- ▼ Must be in attendance at school that day for at least one-half of the instructional day
- ▼ Must have 85 percent attendance (beginning second semester)
- ▼ May participate only at the school where he/she is enrolled
- ▼ Shall not participate if he/she becomes 15 years of age on or before October 16 of said school year

8th Grade

- ▼ Meet local promotion standards
- ▼ Must have earned a 2.0 GPA from previous semester
- ▼ Must have passed a minimum load of work during the previous semester*
- ▼ Must be currently enrolled in at least one-half of the minimum academic course load
- ▼ Must be in attendance at school that day for at least one-half of the instructional day
- ▼ Must have 85 percent attendance from previous semester
- ▼ May participate only at the school where he/she is enrolled
- ▼ Shall not participate if he/she becomes 15 years of age on or before October 16 of said school year

Exceptional Children (Grades 7-8)

- ▼ The 2.0 eligibility rule will be waived if (1) I.E.P. goals are being met; (2) satisfactory progress is being made in mainstreamed classes; and (3) has the principal's recommendation.

Extended Year

- ▼ A grade received in summer school after a student has failed a course and retaken it, may be substituted for a second semester grade when computing the athletic grade point average for first semester athletic eligibility.

*Middle school: For athletic eligibility purposes, a minimum load is defined as passing a minimum of three out of four courses on a 4 x 4 format (or six out of eight courses in the A/B format) of block scheduling during the traditional school day.

Student Locker Assignment

STUDENTS AND PARENTS ARE REQUIRED TO READ THE FOLLOWING INFORMATION AND SIGN THE STUDENT LOCKER ASSIGNMENT FORM IN THE FORMS AND NOTICES HANDBOOK.

Schools will collect locker fees not to exceed \$2. Students should understand that the locker is the property of the school and is assigned to the student only upon the student's agreement to the following terms and conditions:

- The student is responsible for all property placed in the locker. The locker shall be used only for storage of such property as is reasonably necessary for the student's school activities such as school books, school projects, gym clothes, etc.
- No guns, explosives, blackjacks or any other weapons are permitted to be stored in the locker nor to be brought onto the school grounds. No alcoholic beverage or any other drug not prescribed by a physician nor any other contraband is permitted to be stored in the locker and is not permitted on the school grounds. It is a violation of Rule 29 of the Charlotte-Mecklenburg Schools Code of Student Conduct to possess any guns, rifles, knives, leaded canes, blackjacks, metal knuckles, razors/cutters, mace, pepper gas, explosives, martial arts weapons or any blunt or sharp-pointed instrument that may be capable of inflicting bodily injury (to include using or threatening to use to inflict injury).

- In consideration for the school's assignment of a school locker to the student, the student and parent/guardian grant permission to school authorities to open and search the assigned locker and its contents at any time and to remove unauthorized articles described above or any other items which may endanger the health, welfare or safety of students or school personnel.
- The student will leave with the principal of the school the combination of the assigned locker or a key which will open the locker before the assignment of the locker becomes effective. If the student changes the lock, it must be with the permission of the principal at which time the student will list the new combination of the locker with the principal or leave a new key with the principal. In the event the student fails to leave the correct combination or key with the principal, then this default shall constitute permission for the principal or his/her authorized agent to break the lock, open the locker and remove its contents for safekeeping. Any violation of the rules regarding locker assignment will result in the termination of this locker privilege.

All Charlotte-Mecklenburg high schools serve students in grades 9-12. As students enter high school they begin to make decisions that will impact them for the rest of their lives. Careers are planned, post-secondary schooling becomes a reality and students begin to enjoy greater freedom. Students have more options, both for core curriculum classes (see graduation requirements) and for electives. In addition, students become eligible to take drivers' education classes, get their permits and ultimately, obtain a license and may drive to school.

At the same time, interscholastic sports are more competitive and peer pressure can become stronger. Students must keep up with their academic work in order to participate in athletics and other extra-curricular activities. They can also rely on the counselors at school to help them make appropriate choices academically and socially.

High school is an exciting time, full of endless possibilities. After examining these pages, be sure to read all information supplied by your school.

Student Support Programs

The program is designed to assist all students in making effective academic, personal and career decisions for maximum success in the classroom and upon graduation. The Student Support Program is staffed with school counselors, psychologists, career development coordinators, social workers and other support personnel. In the spring of each year, the Student Support Services area sponsors a National College Fair and Career Expo for students and families to help them make informed choices about post-secondary opportunities. All high school students and their families are encouraged to attend.

School Counseling

The school counselor:

- Advises students in selecting appropriate courses.
- Serves as a consultant for students, parents and staff on topics related to academic success.
- Meets with middle and high school students annually to review their education and career plans.
- Presents information to families and students regarding various postsecondary opportunities.
- Counsels students, individually and in groups, on normal developmental issues.
- Serves as liaison and resource for students, school staff and parents to community resources.
- Helps students to transition from secondary to post-secondary opportunities.
- Actively promotes student success.
- Works collaboratively with staff and parents.
- Interprets test results and advises students based on data.

- Assists with and responds to school-related crises.
- Provides preventive and interventive strategies to promote student success.
- Fosters a positive school environment.
- Facilitates parent/teacher conferences.

School Psychology

The school psychologist:

- Evaluates students who are having significant academic, emotional or behavioral difficulty.
- Advises students, parents and staff about educational options for students with special needs.
- Consults with teachers and other school personnel about instructional programs and curriculum modifications.
- Counsels students having personal adjustment concerns.

School Social Work

The school social worker:

- Serves as a liaison to identify community resources for students/families.
- Provides assistance to students who are not attending school regularly.
- Counsels students having personal adjustment concerns.
- Addresses specific issues related to students with poor attendance.

School Health Services

The Mecklenburg County Health Department School Health Program provides School Health services to the students of CMS. School nurses are registered nurses with a Bachelor of Science degree in nursing. They provide a broad range of health services to minimize health problems that impede learning. These include:

- Screening, assessment, identification and planning for the care, safety and ongoing evaluation of students with special health care needs.
- Training and monitoring of unlicensed assistive personnel in the performance of healthcare procedures
- Supporting school staff in the safe administration of medication through training and monitoring
- Consultative services to the school community and referrals to community
- Consulting with the Student Services team and developing of health objectives for the Individual Education Plan.
- Recommending accommodations for students who may need adaptations or modifications to daily school activities.
- Developing Individual Healthcare Plans for students with health problems to promote well being and optimal performance while in school.
- Coordinating healthcare services in the school setting.

Career Preparation

The mission of Career and Technical Education (CTE) is to empower students to participate in the international economy as world-class workers and citizens. CTE programs are designed for broad educational achievement of students, including basic skills, as well as the ability to work independently and as part of a team, think creatively and solve problems, and use technology.

Students may focus their electives in a career cluster program of study as they develop knowledge and skills to become lifelong learners.

Career clusters give students the opportunity to prepare for a wide range of career opportunities. CTE and academic courses are combined to maximize educational opportunities of students as they transition to the postsecondary level and beyond.

Career and Technical Education Student Organizations (CTSOs) are an integral part of the CTE program. They support and enhance school-based and work-based learning by connecting education and careers, motivating students, encouraging higher-level academics, and building students' employability skills.

Career academies within CTE offer a thematic approach. A sequence of courses gives students specialized training in a particular career pathway. The career academies approach adapts to the realities of a knowledge-based economy that requires complex critical-thinking skills and applied learning. The goal for each academy is rigorous coursework, relevance of learning and business and industry relationships that enhance student learning.

Career development coordinators provide educational and occupational planning, career assessment and research, job shadowing/internships and postsecondary education transition assistance. They work with high school students taking college courses through the CMS-Central Piedmont Community College Experience Program. Academic internship coordinators assist students with hands-on academic and career experiences.

Substance Abuse Intervention

All high schools are provided substance abuse prevention and intervention services by a Student Assistance Program counselor or consultant who:

- Provides substance prevention, intervention and consultant services to students, parents and staff.
- Implements research-based prevention programs and presentations.
- Screens students who have violated CMS alcohol, tobacco and other drug policies and follows up with parents.
- Consults with parents and staff.
- Provides individual counseling and support groups for students regarding substance use/abuse issues.
- Consults with intervention teams comprised of administrators, teachers and student services personnel who meet regularly to discuss students' needs and to provide support services.

Parents often wonder where they can receive assistance if they suspect that their child is involved with alcohol, tobacco or other drugs. If your child exhibits the following behaviors, parents may want to contact a school counselor for appropriate referral: changes in appearance or friends, isolation from the family, and/or a gradual loss of interest in school grades, sports and family activities.

Graduation Requirements

Students who graduate from Charlotte Mecklenburg high schools should be prepared to be productive members of society and to pursue educational or employment opportunities. A student must successfully complete all North Carolina and Charlotte-Mecklenburg Schools (CMS) graduation requirements to graduate from high school and receive a diploma. Graduation requirements adopted by the North Carolina Board of Education are incorporated into the CMS graduation requirements set forth below.

I. GRADUATION REQUIREMENTS

A. Courses of Study

Beginning with students entering the 9th grade for the first time in 2000 (the graduating classes of 2004-2012) a student must satisfy the requirements of one of the five North Carolina Courses of Study in order to receive a diploma from CMS. NC Courses of Study are:

1. Career Preparation
2. College Tech Preparation
3. College/University Preparation
4. Dual (meets both College Tech and College/University Preparation)
5. Occupational

B. General Course and Credit Requirements:

Specific course requirements vary for different graduating classes. Course of Study and credit requirements for each graduating class are set forth in Exhibit IKF-E.

C. Certificate of Achievement

Students who complete all CMS graduation requirements but who do not pass one of the competency tests required by the state of North Carolina will not receive a diploma. These students shall receive Certificates of Achievement. Certificates of Achievement shall also be issued to students in the Occupations Course of Study who have completed all graduation requirements except the hours of competitive paid employment required by the state of North Carolina. Students who receive Certificates of Achievement shall be allowed to participate in graduation ceremonies.

D. Graduation Project (a local requirement)

Research Paper

A research paper, which requires students to develop and demonstrate proficiency in conducting research and writing about a chosen, in-depth topic.

Portfolio

A folder containing reflective writings or logs and journal documentation demonstrating the research process and progress.

Product

A tangible product related to the field of study or research topic, which students select, design and develop.

Presentation

A formal oral presentation encapsulating the graduation project, from the topic selection to project completion and self-growth. Judges will include school staff and community members who may interact with the student following the presentation.

E. High School Exit Standards – EOC Requirements

In addition to the above requirements, beginning with students entering the 9th grade in 2006 (the graduating class of 2010), students in the Career Preparation, College Technical Preparation, or College/University Preparation Courses of Study must also satisfy graduation standards adopted by the State Board of Education in May 2005. In order to meet these standards, students in the identified courses of study must score at Level III or IV or within one standard error of measurement on the NC End of Course (EOC) tests in English I, U.S. History, Biology, Civics and Economics, and Algebra I. The standards also include retesting and review procedures for students who score below Level III on any of these tests. The superintendent is directed to include details of the retesting and review procedures in Regulation IKE-R.

F. Determination of Applicable Graduation Requirements and Graduating Class

For purposes of determining graduation requirements, each student is assigned to a graduating class when the student first enters ninth grade. In order to graduate from high school, the student must meet the CMS graduation requirements in effect for the particular class. This provision applies to a student who graduates before or after the graduating class to which the student was assigned upon entering ninth grade. This provision is subject to the exceptions set forth in paragraph H., below.

G. Exemptions from Local Graduation Requirements

As set forth in Regulation IKF-R, upon notice to the Board of Education, in certain limited circumstances the superintendent may exempt a student from local graduation course requirements. In addition, the superintendent may exempt certain students who transfer into CMS in grades 11 and 12 from local graduation credit requirements if the students are unable to meet CMS requirements. In all such cases, students must satisfy NC graduation requirements. The superintendent shall develop detailed rules to administer this provision in the regulations accompanying this policy.

II. AWARDING OF CREDITS FOR GRADUATION

A. Unit of Credit

In grades nine through 12, one unit of credit is allowed for the satisfactory completion of a course that meets the requirements of the policies adopted by the State Board of Education. Students may not repeat a course for credit that they have previously passed.

B. End of Course Tests

A student enrolled in a course for which North Carolina has developed or provided an EOC or VoCATS test is required to take the applicable test. Credit for the class will be awarded based upon satisfactory completion of all course requirements, of which the EOC or VoCATS test score is only one factor. The proportion of the final course grade that is attributable to the EOC test score is determined by the following rules set forth in IKAA-R.

C. Advanced Placement and International Baccalaureate Tests

A student enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course is required to take the AP or IB examination for that course. Credit for the class will be awarded based upon satisfactory completion of all course requirements.

Students Entering the 9th Grade in August 2009 and beyond (Classes of 2013 and beyond)

Courses of Study/Credit Requirements		
	Future Ready Core Plus	Occupational
English	4	4
Mathematics	4	3
Science	3	2
Social Studies	3	2
Additional Science or Social Studies	1	0
Health/PE	1	1
Occupational	0	8
Concentration Electives	4	4 (CTE)
Additional Electives	4	0
Total	24	24

Students Entering the 9th Grade on or after August 2004–August 2008 (Classes of 2008–2012)

Courses	Courses of Study/Credit Requirements				
	Career Prep	College Tech/Prep	College Univ/Prep	Dual	Occupational
English	4	4	4	4	4
Mathematics	4	4	4	4	3
Science	3	3	3	3	2
Social Studies	3	3	3	3	2
Additional Science or SS	1	1	1	1	0
Second Language	0	0	2	2	0
Health/PE	1	1	1	1	1
Career/Technical	4	4	0	4	4
Occupational	0	0	0	0	10
Electives	8	8	10	6	2
Total	28	28	28	28	28

Student Vehicle Parking

Policy ECE states that students in grades 11 and 12 are allowed to drive motor vehicles to school under certain regulations drawn up by Charlotte-Mecklenburg Schools administration. The use of a motor vehicle in coming to school is considered a privilege, which may be limited or revoked at any time by the principal of the school. Students should understand that student parking on school grounds is a privilege granted to the student. Students must agree to the following conditions:

- The student agrees to obey all state and local laws governing the operation of motor vehicles and all duly established rules and regulations concerning operation and parking of motor vehicles on school grounds.
- The student agrees that he or she will not bring onto the school grounds nor keep in his or her vehicle while it is on school grounds any guns, explosives, blackjacks or other weapons. The student further agrees that he or she will not bring onto the school grounds any alcohol or other drug not prescribed by a physician nor any other contraband.
- The parent/guardian and student understand that any violation of the conditions set forth in this authorization may result in the termination of this parking privilege and may also result in appropriate disciplinary action by school authorities or legal action in court.
- The student and parent/guardian hereby acknowledge their understanding that it may become necessary for school authorities to open, enter and search the vehicle and its contents and to remove any unauthorized articles described above or any other articles which may endanger the health, welfare or safety of students or school personnel. Any such article(s) may be retained and used as evidence in disciplinary proceedings by school authorities or delivered to appropriate law enforcement officials in sole discretion of the school authorities. **STUDENTS MAY REQUEST PARKING PERMITS WHICH ARE AVAILABLE AT THE SCHOOL. MOTOR VEHICLES MUST BE REGISTERED THROUGH A PROCESS DEVELOPED BY EACH HIGH SCHOOL. SENIORS MAY BE GIVEN PRIORITY IN ALLOCATING PARKING STICKERS. THE PARKING FEE WILL NOT EXCEED \$25 per year.**

Drivers' Education

Drivers' Education is a state-funded program offered to all eligible students. CMS is charged with providing this service to all eligible students free of charge only once. The program is offered after school, during school vacations and during the summer at several locations. All CMS high schools have a Driver Education site coordinator that assists in the coordination of the program. CMS currently outsources (contracts) the program to licensed commercial driving schools. To be eligible, a student must:

- ▼ Be at least 14-1/2 years old (by class starting date).
- ▼ Be actively enrolled in public, private, charter or licensed home school in Mecklenburg County.
- ▼ Comply with the CMS Code of Conduct.

Proficiency tests are offered to students who are at least 16 years of age or have transferred from another state and possess a valid learner's permit. Any eligible student may enroll in the classroom phase; however, the Division of Motor Vehicles will make the determination as to which students will be allowed to take behind-the-wheel training. Students removed from the program for disciplinary reasons or who drop out for any reason, the student will have to make arrangements to finish their training privately through another source at their expense.

For additional information:

Access the **Driver Education** section on the CMS Web site at <http://www.cms.k12.nc.us/cmsdepartments/ci/fed-state-programs/drivers-ed/Pages/default.aspx>.

Driver's License Guidelines

Once students have completed driver education and desires a learner's permit, they must take the necessary documents to the NC DMV (listed on the Driver Education Completion Certificate) and complete the NC licensing requirements.

What is a Driving Eligibility Certificate?

One of the documents required by the NC DMV is the Driving Eligibility Certificate (DEC). This is a printed document that is issued by the school principal and/or the principal's designee. The DEC certifies that the student has demonstrated adequate progress in school and is not in violation of NCGS 20-11(n1) listed below.

Who is affected by the Driving Eligibility Legislation?

Under NCGS 20-11(n1), this legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, home school, private school and community college students.

Who is NOT affected by this legislation?

Students who have attained a high school diploma, a G.E.D. or an adult high school diploma as issued by a community college are not affected by this legislation. In addition, students who received a driving permit or license prior to the Graduated Driver's License program (before 12/1/97) are not affected.

Requirements For A Driving Eligibility Certificate for Students Under the Age of 18

The DEC will be issued only if the student:

1. Has demonstrated adequate academic progress in the previous semester. Currently enrolled in school and making progress toward obtaining a high school diploma or its equivalent; A student must have passing grades in 70 percent or more of his or her classes. Adequate academic progress will be evaluated at the end of the first semester and at the end of the school year.
2. Has not dropped out of school.
3. Is enrolled and in good standing with his/her school and not in violation of NCGS 20-11(N1) legislation listed below.

Who Is Not Eligible To Receive A Driving Eligibility Certificate?

1. Students not making adequate progress or who have dropped out of school
2. Under N.C.G.S. §20-11(n1) some students are ineligible to receive a DEC. Students expelled, suspended or placed in an alternative educational setting for more than (10) consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to NCGS §115C-391(d1); or assaulting any school personnel on school property are ineligible.

NOTE: *A student's learner's permit/license will be revoked if the student does not maintain adequate progress, drops out or violates N.C.G.S. §20-11(n1).*

Are there hardship rules?

Yes, principals and/or DEC representatives will be able to issue DEC's to students based on hardship. Students must have already been issued a driver's permit/license in order to request a hardship. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents or the school. In all cases of hardship, documented proof must be submitted.

Which students may be eligible for a hardship exemption?

1. Students who already received a permit/license
2. Students who cannot make progress toward obtaining a high school diploma or its equivalent
3. A substantial hardship would be placed on the person or his/her family if the student's license was revoked for non-compliance with this legislation. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents or the school. In all cases of hardship, document proof must be submitted. The specific hardship circumstances are divided into three categories and are listed below under "Hardship Guidelines."

Hardship Guidelines

1. Medical Considerations

- a. Student-documented proof must be submitted to the school from a doctor (on letterhead) citing reasons why the student missed school, dates of illness, etc.
- b. Parent-documented proof must be submitted to the school as to the parent's medical illness or impairment. Evidence must demonstrate the absolute necessity of the student to have a driver's license.

2. Work-related Considerations

- a. Student must demonstrate that he/she required transportation to/from a job that is necessary to the family's financial welfare and is unable by any other means to do so.
- b. There should be documented proof that the student is working and that the student's earnings go directly to support the basic needs of the family. In addition, there must be proof that the student is unable by any other means to get to and from work.

3. Exceptional Children Considerations

- a. A DEC can be issued to a student when it has been determined that the student is unable to make progress toward obtaining a diploma/certificate. This ruling is not intended to apply to exceptional students who have the ability to obtain a high school diploma.
- b. Input from the IEP committee and other sources should help guide in the decision.

Does this meet the Family Education Right to Privacy Act (FERPA)?

Yes. The current DEC requires parents, guardians or emancipated juveniles to provide their written irrevocable consent for a school to disclose to the Division of Motor Vehicles when a student no longer meets the conditions under N.C.G.S. §20-11. *A Driving Eligibility Certificate cannot be issued without the parent's written consent.*

STUDENTS AND PARENTS ARE REQUIRED TO READ THE FOLLOWING INFORMATION AND SIGN THE STUDENT LOCKER ASSIGNMENT FORM IN THE FORMS AND NOTICES HANDBOOK.

Schools will collect locker fees not to exceed \$2. Students should understand that the locker is the property of the school and is assigned to the student only upon the student's agreement to the following terms and conditions:

- The student is responsible for all property placed in the locker. The locker shall be used only for storage of such property as is reasonably necessary for the student's school activities such as school books, school projects, gym clothes, etc.
- No guns, explosives, blackjacks or any other weapons are permitted to be stored in the locker nor to be brought onto the school grounds. No alcoholic beverage or any other drug not prescribed by a physician nor any other contraband is permitted to be stored in the locker and is not permitted on the school grounds. It is a violation of Rule 29 of the Charlotte-Mecklenburg Schools Code of Student Conduct to possess any guns, rifles, knives, leaded canes, blackjacks, metal knuckles, razors/cutters, mace, pepper gas, explosives, martial arts weapons or any blunt or sharp-pointed instrument that may be capable of inflicting bodily injury (to include using or threatening to use to inflict injury).

- In consideration for the school's assignment of a school locker to the student, the student and parent/guardian grant permission to school authorities to open and search the assigned locker and its contents at any time and to remove unauthorized articles described above or any other items which may endanger the health, welfare or safety of students or school personnel.
- The student will leave with the principal of the school the combination of the assigned locker or a key which will open the locker before the assignment of the locker becomes effective. If the student changes the lock, it must be with the permission of the principal at which time the student will list the new combination of the locker with the principal or leave a new key with the principal. In the event the student fails to leave the correct combination or key with the principal, then this default shall constitute permission for the principal or his/her authorized agent to break the lock, open the locker and remove its contents for safekeeping. Any violation of the rules regarding locker assignment will result in the termination of this locker privilege.

VISION: To ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in the arena of society.

Sports Offerings

Fall	Winter	Spring
Football	Men's Basketball	Baseball
JV Football	Men's JV Basketball	JV Baseball
Men's Cross Country	Women's Basketball	Women's Soccer
Women's Cross Country	Women's JV Basketball	Women's JV Soccer
Men's Soccer	Swimming/Diving	Women's Softball
Men's JV Soccer	Wrestling	Women's JV Softball
Women's Golf	Indoor Track	Men's Tennis
Women's Tennis	Cheerleading	Men's Golf
Women's Volleyball	JV Cheerleading	Men's Track
Women's JV Volleyball		Women's Track
Cheerleading		
JV Cheerleading		

Responsibilities of Parents and Student-Athletes

The Student-Athlete:

- ▼ Must receive a health screening each year (every 365 days) by a duly licensed physician, nurse practitioner or physician assistant.
- ▼ Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation.
- ▼ May not, as an individual or as a team, practice during the school day.
- ▼ May only attend summer camps to which the athlete or his/her parents pay the fees.

Additional Information

Athletic information included in this *Parent-Student Handbook* is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the **Charlotte-Mecklenburg Schools Department of Athletics Web site at www.cms.k12.nc.us/departments/athletics** or call **(980) 343-6980**.

Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (North Carolina Board of Education Regulation). In order to qualify for public school athletic or extra-curricular participation, a student must meet the following eligibility requirements, but is not limited to:

General Academic Requirements

- ▼ Must meet local promotion standards
- ▼ Must have earned a 2.0 GPA from previous semester
- ▼ Must have 85 percent attendance from previous semester
- ▼ Must have passed a minimum load of work during the previous semester**
- ▼ Must be currently enrolled in at least one-half of the minimum academic course load
- ▼ Must be in attendance at school for at least one-half of the instructional day
- ▼ Shall not participate if he/she becomes 19 years of age on or before October 16 of said school year

Exceptional Children

- ▼ The 2.0 eligibility rule will be waived if (1) IEP goals are being met; (2) satisfactory progress is being made in mainstreamed classes and (3) has the principal's recommendation.

Extended Year

- ▼ A grade received in summer school after a student has failed a course and retaken it, may be substituted for a second semester grade when computing the athletic grade point average for first semester athletic eligibility.

Athletic Participation

- ▼ Students must be enrolled at the school to which they are properly assigned under CMS student assignment rules.
- ▼ Student-athletes establish a "sports school" at which they are eligible to participate in interscholastic athletics. The sports school for new students and 9th graders is the school in which the student is enrolled on the official first day of school.
- ▼ For other students, the sports school will usually be either the school attended the previous 365 days or the student's home school. There are exceptions to this general rule. Contact the Charlotte-Mecklenburg Schools Athletics Department for detailed information at **(980) 343-6980**.
- ▼ A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.) **This rule applies to students who transfer from a magnet program to another school or magnet program, even if they are the same campus.**
- ▼ A student-athlete is prohibited from playing the same sport at two schools during the same sports season, even if the second school is the student's home school.
- ▼ No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's entry into the ninth grade or participation on a high school team, whichever occurs first. For students who skip the ninth grade and advance directly to the 10th from the eighth, the year prior to entering the 10th grade is considered the first year of entry into ninth grade for athletics. The principal shall have evidence of the date of each player's entry into ninth grade. The North Carolina cumulative record is sufficient.

***High School: For athletic eligibility purposes, a minimum load is defined as passing a minimum of three out of four courses on a 4 x 4 format (or six out of eight courses in the A/B format) of block scheduling during the traditional school day.*

Athletic Participation, continued

- ▼ Parents of student-athletes, and the athletes themselves are required to attend a pre-season meeting at the school prior to the fall, winter and spring sport seasons
- ▼ Student-athletes are required to sign the Student-Athlete Honor Code.
- ▼ Parents of student-athletes are required to sign the Parent Honor Code.



CMS has two (2) methods of anonymous communication for individuals to report suspected violations of athletic eligibility requirements:

1. playfair@cms.k12.nc.us
2. (980) 343-1098

For more information about athletic-eligibility rules and the consequences for violations: www.cms.k12.nc.us

AUGUST 2009

Monday	Tuesday	Wednesday	Thursday	Friday
	25 A	26 B	27 A	28 B
31 A				

SEPTEMBER 2009

Monday	Tuesday	Wednesday	Thursday	Friday
	1 B	2 A	3 B	4 A
7 holiday	8 B	9 A	10 B	11 A
14 B	15 A	16 B	17 A	18 B
21 A	22 B	23 A	24 B	25 A
28 teacher workday	29 B progress reports	30 A progress reports		

OCTOBER 2009

Monday	Tuesday	Wednesday	Thursday	Friday
			1 B	2 A
5 B	6 A	7 B	8 A	9 B
12 A	13 B	14 A	15 B	16 A
19 B	20 A	21 B	22 A	23 B
26 A	27 B	28 A 1 st qtr. ends	29 teacher workday	30 teacher workday

NOVEMBER 2009

Monday	Tuesday	Wednesday	Thursday	Friday
2 B	3 A	4 B	5 A	6 B
9 A	10 B	11 holiday	12 A	13 B
16 A	17 B	18 A	19 B	20 A
23 B	24 A	25 holiday	26 holiday	27 holiday
30 B				

DECEMBER 2009

Monday	Tuesday	Wednesday	Thursday	Friday
	1 A	2 B	3 A	4 B
7 A	8 B progress reports	9 A progress reports	10 B	11 A
14 B	15 A	16 B	17 A	18 B
21 teacher workday	22 teacher workday	23 annual leave	24 holiday	25 holiday
28 annual leave	29 annual leave	30 annual leave	31 annual leave	

JANUARY 2010

Monday	Tuesday	Wednesday	Thursday	Friday
				1 holiday
4 A	5 B	6 A	7 B	8 A
11 B	12 A	13 B	14 A	15 B
18 holiday	19 A	20 B	21 A	22 B 2 nd qtr. ends
25 teacher workday	26 A	27 B	28 A	29 B

FEBRUARY 2010

Monday	Tuesday	Wednesday	Thursday	Friday
1 A	2 B	3 A	4 B	5 A
8 B	9 A	10 B	11 A	12 B
15 teacher workday	16 A	17 B	18 A	19 B
22 A	23 B	24 A	25 B	26 A

MARCH 2010

Monday	Tuesday	Wednesday	Thursday	Friday
1 B progress reports	2 A progress reports	3 B	4 A	5 B
8 A	9 B	10 A	11 B	12 A
15 B	16 A	17 B	18 A	19 B
22 A	23 B	24 A	25 B	26 A
29 B	30 A	31 B		

APRIL 2010

Monday	Tuesday	Wednesday	Thursday	Friday
			1 A 3 rd qtr. ends	2 teacher workday
5 holiday	6 annual leave	7 annual leave	8 annual leave	9 annual leave
12 B	13 A	14 B	15 A	16 B
19 A	20 B	21 A	22 B	23 A
26 B	27 A	28 B	29 A	30 B

MAY 2010

Monday	Tuesday	Wednesday	Thursday	Friday
3 A	4 B	5 A	6 B	7 A
10 B progress reports	11 A progress reports	12 B	13 A	14 B
17 A	18 B	19 A	20 B	21 A
24 B	25 A	26 B	27 A	28 B
31 annual leave				

JUNE 2010

Monday	Tuesday	Wednesday	Thursday	Friday
	1 A	2 B	3 A	4 B
7 A	8 B	9 A	10 B 4 th qtr. ends	

**Mid-Quarter Progress Reports are distributed to every student in each class to take home to parents on days indicated above.*

A/B DAY SCHEDULE 2009-2010

Any day missed will be added to the next "make-up day" without impacting the entire calendar. For example, if school is missed on February 2 "B" day, February 15 the make-up day would be a "B" day to replace it.

REACH FURTHER.



P.O. Box 30035

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www.cms.k12.nc.us

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Global competitiveness starts here.

In compliance with federal law, Charlotte-Mecklenburg Schools administers all educational programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

Americans with Disabilities ACT (ADA) Accessibility: If auxiliary aids for communication are necessary for participation in a CMS program or service, participants are encouraged to notify the ADA coordinator at least one week prior to program commencement at 980-343-6661 (voice) or accessibility@cms.k12.nc.us.

The information in this Handbook is current as of Aug. 18, 2009.