



2013-2014

PARENT-STUDENT HANDBOOK



Every Child. Every Day. For a Better Tomorrow.

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VISION

CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

MISSION

The mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school.

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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 Community Partnerships and Family Engagement

Department 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 Portal – Parent Portal 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 create their own username and password with student specific access information.

If new to the District, parents may obtain security credentials from your students' school. If you're a returning CMS parent, then user names and passwords can be created with information sent home by the student's school before the start of school.

Parents are able to create their own username and password with the provided Access ID and password for each student. They may also reset their own passwords from within the Parent Portal at any time. The CMS website will have information on how to use Parent Portal along with demonstration videos for using this application.

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 volunteer coordinator.

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**.

Parent University

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 website for a full listing of classes at www.cmsparentuniversity.org. Classes are held in the fall from September through November and in the winter/spring from January through April. The Parent University website has online workshops and resources to help.

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

The Community Partnerships and Family Engagement

Department provides several tools to help families and community members participate in education. These publications are available to you through your school, on the CMS website (www.cms.k12.nc.us) or by calling (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 consultative 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 partnerships coordinator 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’s license to CMS Police. The volunteer registration can be completed on the website.

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 partnerships coordinator at (980) 343-6618**.

Charlotte-Mecklenburg Public Schools Foundation

The Charlotte-Mecklenburg Public Schools Foundation, a 501(c)(3) non-profit organization, was established in June 2004 to fund programs and services that ensure that all CMS students are provided the best education. 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.

Zones

Charlotte-Mecklenburg Schools reorganized in July 2013, shifting to seven learning communities from the former six zones. The learning communities, each led by a community superintendent, are: North, Northeast, East, Central, South, West and Project Leadership and Investment For Transformation (L.I.F.T.). The seven learning communities have been designed to better support high schools and the schools that feed into them. The learning communities are organized so that many of our students will be in the same learning community from kindergarten until graduation from high school. Six of the seven learning communities have several high schools and the middle, elementary and K-8 schools that feed into those high schools. (Project L.I.F.T. has one high school; see full explanation below.) Because some of our elementary, middle and K-8 schools have more than one feeder pattern – some students from those schools may go on to a school in one learning community and others to another in a different learning community – some students who may move across learning communities during the K-12 journey.

Project L.I.F.T.

This learning community includes the elementary, middle and Pre-K/K-8 schools that feed West Charlotte High. The Charlotte-Mecklenburg Board of Education signed a five-year agreement with a local philanthropic coalition Jan. 24, 2012, that both sides hope will lead to dramatic reform of schools on the west side of Charlotte. The contract created a learning community that includes West Charlotte

High and its eight feeder schools. Project L.I.F.T. aims to address the achievement gap in these nine schools by providing \$55 million in private funding to support additional services and enhancements for the nine schools and the neighborhoods around them.

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 of students at all grade levels are encouraged to talk with their child's teachers throughout 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 ensure 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 community zone superintendent assigned to the school can be contacted.

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

CMS website – www.cms.k12.nc.us

The CMS website offers up-to-date information on the latest District news. The site, located at www.cms.k12.nc.us, provides daily District and school 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.

You can also get updates and information on Charlotte-Mecklenburg Schools through Facebook and Twitter. Log on to www.facebook.com/charlottemecklenburgschools and become a fan or follow us at [cms_schools](https://twitter.com/cms_schools).

Severe Weather

The safety of all children is our first concern when deciding if schools must be opened later, 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.
- CMS has the option of operating with a two-hour delay. Each principal will develop a modified bell schedule that begins two hours later than normal and ends at the regularly scheduled time.
- Tune in to area radio and television stations and the CMS website for the announcement or contact a neighbor who can listen for you. You can also call the **Communications Office** at **(980) 343-7450**.
- 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 and placed on the CMS website. 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** or log on to our website at www.cms.k12.nc.us.

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 (**Visit www.cms.k12.nc.us and click on calendars in the Bulletin Board section**). Make-up days are used in the order shown on the calendar.

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.

Smith Family Center

The Student Placement office was relocated to the Smith Family Center, 1600 Tyvola Road (formerly Smith Language Academy). Several CMS departments located at the Family Application Center moved to the Smith Family Center.

Pre-Kindergarten Programs, English as a Second Language and the magnet schools office are now located at the Smith Family Center. The phone/fax numbers have not changed. Contact information for the Smith Family Center is listed below.

- Student Placement Office (980-343-5335)
- Magnet Programs (980-343-5030)
- English as a Second Language/International Center (980-343-0432)
- Pre-K Programs: (980-343-5950 Spanish 980-343-5138)

School-Entry Requirements

Health Assessments: In compliance with North Carolina law, all students entering pre-kindergarten and kindergarten must present a physician's health assessment report by the first day of school entry. The assessment must have been completed within 12 months prior to entering school.

Immunizations: According to North Carolina law, parents/guardians must present a completed immunization certificate on or before the first day of school. If documentation is not provided, the child can be excluded from school. Parents and/or guardians may be given 30 calendar days to provide the required before documentation.

Only two types of exemptions are valid to waive immunizations.

Exemptions: *Religious belief:* A written statement with the child's name, the date and signed by the parent with a statement of a bonafide religious belief is required.

Medical: Written documentation of the reason for the waiver signed by the physician is required. If only a temporary waiver is needed, the length of time for the waiver is required.

Requirements for School Entry

Age/Grade	Number of Doses
Pre-K <i>Physical exam dated within one year before school entry</i>	4 DTP/DTPaP/DT 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/DTPaP/DT/ Td 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella
Grade 6	5 (4) DTP/DTPaP/DT/Td *3 HIB 3 Hep B 2 MMR 1 Varicella 1 Tdap **
Grade 7-12	5 (4) DTP/DTPaP/DT/Td/Tdap 4 Polio *3 HIB 3 Hep B 2 MMR 1 Varicella if born on or after 4-1-2001

HIB is not required to enter school after age 5.

More information on required/recommended immunizations is found at www.immunizenc.com.

**** Students entering grade 6 should be up to date with all vaccinations plus the Tdap booster if one has not been given in the past 5 years.**

• DTP/DTPaP/DT/Td/Tdap 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, (DTP/DTPaP/DT/Td).

• 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. Second 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 unite and create a thriving culture for character development in each and every school. As part of the emphasis on Character Development parents, teachers and other adult role models will highlight positive character literature, curriculum-related areas and in life's lessons. Suggestions for helping students develop character can be found on the CMS website at www.cms.k12.nc.us or www.makingitbetter-cms.tv.

Honor Code

Our character development initiative encourages students to consider the implications of their behavior. Student leaders 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:

- *Support a school culture of acceptance, achievement and accomplishments.*
- *TREAT ALL STUDENTS WITH KINDNESS AND RESPECT.*
- *STAND UP AND SPEAK OUT against bullying and inappropriate behaviors.*
- *Be the positive change in my school; I am MAKING IT BETTER.*
- *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 as well as one high school program at West Charlotte 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 the sites listed below. 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. 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).

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 based on the hours of operation.

After-School Enrichment Summer Camp

After-School Enrichment Summer Camp is offered for eight weekly sessions in the summer at several school sites around the county. Weekly fees in summer 2014 are \$135.

Magnet Transportation Information

ASEP provides after-school care at many of the magnet shuttle stop sites. For more information, please log on to www.cms.k12.nc.us.

Elementary School Sites

Albemarle Road
Nathaniel Alexander

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

Dilworth

Eastover

Elizabeth Lane

Elizabeth Traditional

Elon Park

Endhaven

First Ward

Grand Oak Elementary

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 Academic Center

Lake Wylie

Lansdowne

Lebanon Road

Long Creek

Mallard Creek

Matthews

McAlpine

McKee Road

John M. Morehead**

Mountain Island

Myers Park Traditional

Nations Ford

Newell

Oakdale

Oaklawn Language

Academy**

Olde Providence

Park Road Montessori

Paw Creek

Pineville

Pinewood

Piney Grove

Polo Ridge

Providence Spring

Rama Road

Reedy Creek

River Gate

River Oaks Academy

Sedgefield

Selwyn

Shamrock Gardens

Sharon

Smithfield

Statesville Road

Steele Creek

Stoney Creek

Torrence Creek

Tuckaseegee

University Meadows

University Park Creative Arts School

E.E. Waddell Language

Academy**

J.V. Washam

Westerly Hills**

Whitewater Academy

Winding Springs

Winget Park

Winterfield

Pre-K Sites

Highland Mill

Park Road Montessori

Hickory Grove

Long Creek

University Meadows

Middle School Sites

Bailey (BSEP only)

Berryhill School**

Bradley (BSEP only)

Walter G. Byers**

Collinswood Language Academy**

Community House

Druid Hills Academy*

JM Alexander (BSEP only)

Mint Hill

John M. Morehead**

Oaklawn Language

Academy**

Randolph

Ranson

Ridge Road

Piedmont

Sedgefield

Thomasboro**

E. E. Waddell Language

Academy**

Westerly Hills*

A minimum enrollment of 20 families was required by Aug. 12 for all programs to operate.

For More Information

Pre-K, Elementary and Middle School 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 Inc. at (704) 376-6697 can subsidize eligible families. Parents may call the ASEP Office at (980) 343-5567 for more information.

Program Fees

\$25 family registration fee; a re-enrollment fee is charged anytime there is a break in service. ASEP'S Fees for the 2013-14 School Year are listed in the chart below according to bell schedule and service options:

Bell Schedule	Before School only	After School only	Before & After School
7:45 a.m. - 2:45 p.m.	\$20 per week	\$65 per week	\$76 per week
8 a.m. - 3 p.m.	\$25 per week	\$60 per week	\$76 per week
8:15 a.m. - 3:15 p.m.	\$30 per week	\$55 per week	\$76 per week
8:30 a.m. - 3:30 p.m.	\$35 per week	\$50 per week	\$76 per week
8:45 a.m. - 3:45 p.m.	\$40 per week	\$45 per week	\$76 per week
9:15 a.m. - 4:15 p.m.	\$50 per week	\$35 per week	\$76 per week

New this Year:

CMS employees whose children participate full time in ASEP are eligible for a 3% discount on weekly fees. The employee discount does not apply to break, workdays, or middle school programs which charge daily rates. The discount applies to children of employees; grandchildren, nieces, nephews, cousins are not eligible. Proof of guardianship will be required for exceptions.

Full weekly fees are charged for school weeks with holidays. Before School Care children have no additional fees for full-day programming on workdays. **Winter and Spring Break (Optional Care):** \$20/day for the first child; \$18/day for siblings.

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 between the ages of 7 and 16 has more than 10 unexcused absences. The maximum penalty provided by law upon conviction is 120 days imprisonment, and/or a fine of \$200, at the discretion of the judge. In addition, a child between the ages of 7 and 16 could be referred by the school to the Department of Juvenile Justice 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 information from the school office for requests 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)
- 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
- Religious holiday (approved religious observances. Must be approved in advance.)

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 any 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. Parents will be contacted by a school representative when their child accumulates three, five and 10 unexcused absences. After 10 unexcused absences, the principal's designee or attendance official will issue a 10-day letter stating that the student is in violation of the NC attendance law and parents may be referred for prosecution.

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.

**“Why School Attendance Matters”
Parent Workshops**

CMS Parent University offers a free workshop on the importance of school attendance, why it's important and what North Carolina law requires. To find out more about the workshops, log on to www.cmsparentuniversity.org or call (980) 343-0318.

High School Guidelines for Attendance and Recovery

Absence Rule: A student in grades 9-12 missing 11 class sessions or more in a year-long class or six class sessions or more in a semester-long 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 to whom this rule applies 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.

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.

Truancy

Truancy is a significant factor in academic failure. Research shows a high correlation between truancy, the school dropout rate and juvenile delinquency. Charlotte-Mecklenburg Schools expects all students to attend school regularly. To meet this expectation, CMS partners with multiple community organizations to provide truancy prevention and intervention services to targeted CMS schools.

Truancy Court is a community partnership of 16 CMS schools and District and superior court judges. Its purpose is to eliminate barriers to regular school attendance, provide comprehensive support services to students with excessive absences and build important connections between families, schools and community resources.

Parents and community members are strongly encouraged to call 911 to report truant students to Charlotte-Mecklenburg Police.

For severe truancy cases, CMS also pursues other options available under North Carolina law, such as having parents prosecuted for violation of North Carolina Compulsory Attendance laws or requesting an undisciplined petition in Juvenile Court. CMS support services staff refers truancy cases to the Legal Department.

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 the *Student Rights, Responsibilities and Character Development Handbook*, sign the pledge form in the front of the handbook agreeing to adhere to the guidelines established within the handbook and return the form to the school. The handbook is made available to all students at the beginning of the year. A copy of the *Student Rights, Responsibilities and Character Development Handbook* may also be accessed at your child's school. It is also available online at www.cms.k12.nc.us.

CMS is committed to providing safe and orderly learning and working environments in all schools. Discipline policies establish expected standards of student behavior, procedures for addressing willful student misconduct and consequences for violations of student behavior standards. Principals attempt to address student misconduct through a full range of responses that do not remove the student from the classroom or school, such as parental involvement, conferences, isolation or time-out, behavior improvement agreements, instruction in conflict resolution and anger management, peer mediation, counseling sessions, academic intervention, ISS, detention, community service, exclusion from graduation ceremonies or extracurricular activities, suspension from bus privileges and disciplinary reassignment.

In-School Suspension (Middle School Only)

In-school suspension (ISS) is a disciplinary measure used as an alternative to Out-of-School Suspension for minor violations of the Code of Student Conduct. ISS provides the opportunity to redirect student behavior and to restore an orderly environment that is conducive to effective teaching and learning.

Students are required to spend the designated number of hours/days in the program as imposed by their principal or his/her designee, and absences from school will not reduce that time. Individual counseling and group counseling to help students understand the nature of their problems contributing to their behavior are afforded to students who request or need these services.

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, such as information on test-taking skills, reading improvement and math remediation for students to complete. A student identified as a child with a disability will also have access to an EC teacher when appropriate.

Out-of-School Suspension

There are occasions when principals must take extreme measures to deal with behaviors that are not acceptable at school and for which ISS and other responses that do not remove the student from the classroom or school are not appropriate.

Out-of-school suspension is the disciplinary exclusion of a student from school and is imposed for the protection of the student, his/her peers and staff, 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 a suspension of 10 or fewer days is determined by the principal. Suspensions of more than 10 days are imposed by the superintendent.

Discipline for Conduct Occurring Away from CMS Property

The principal may impose a short-term suspension or recommend a long-term suspension for violation of school behavioral rules occurring away from CMS property if the conduct has (or may be reasonably expected to have) a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Disciplinary Reassignment

Students may be reassigned to an alternative school rather than suspended for more than 10 days. This assignment is not an out-of-school suspension therefore, the student is not entitled to a due process hearing. Parents and students may appeal a disciplinary reassignment to the Board.

For more information, be sure to read the *Student Rights, Responsibilities and Character Development Handbook*, available online at www.cms.k12.nc.us and made available 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

EXPULSION

N.C.G.S. §115C-390.11

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 or if the student is subject to the Jessica Lunsford Act.

MANDATORY 365-DAY SUSPENSION FOR POSSESSION OF FIREARM OR DESTRUCTIVE DEVICE N.C.G.S. § 390.10

Principals must recommend a 365-day suspension for students who bring firearms or destructive devices on school property.

Educational Options for High School Dropouts

If you are 16-21 years of age and desire a GED and employment readiness skills, contact the Q Foundation at (704) 566-4969. The program is free to Mecklenburg County residents, but an intake evaluation is required. (Non-violent ex-offenders will be considered for admission to the program). The program provides classes to help students to develop basic academic skills in math and literacy and prepare for a GED. It also provides job readiness training.

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 18-21 years of age and desire a GED and employment training, contact the Urban League at (704) 373-2256. The program is free to Mecklenburg County residents. Non-violent ex-offenders will be considered for admission to the program. The program seeks to provide an educational and training bridge to help students to prepare for the workforce.

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, physically and emotionally through the provision of an appropriate and individualized education in the least restrictive environment.

A student with a disability may qualify to receive special education and related services by meeting eligibility criteria in one of the following categories: autism, deaf-blindness, developmental delay (for 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.

Many students with disabilities are able to have their educational needs met in a regular classroom through the use of supplemental aids and services. This may include accommodations and/or modifications to the curriculum, specially designed instruction by a special education provider in an inclusive setting, or the provision of support and training for staff who work with the student. Some students with disabilities require more intensive support to be successful and may receive small group or individualized instruction by a special education teacher and/or related service provider outside of the general education classroom. Charlotte-Mecklenburg Schools offers a full continuum of services to meet the needs of all students with a disability.

Content Sequence and Learning Outcomes

Students with disabilities may be instructed and assessed via the Common Core State Standards and North Carolina Essential Standards or through Extensions of the Common Core Standards. The individualized Education Program states in writing the special education programs and services to be provided to each student with a disability and the method in which each student will be assessed.

Where to Get Assistance

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

Exceptional Children Department

Walton Plaza
700 E. Stonewall Street
Suite 404
Charlotte, NC 28202
980-343-6960 (Phone)

Parents' Rights

For a complete explanation about parental right of students with disabilities, please consult the Procedural Safeguards: Handbook on Parents' Rights, which is available at all schools, from the Exceptional Children Department, on the CMS website 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) and its 2008 amendments (ADAAA) 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 ADAAA: Charlotte-Mecklenburg Schools:

PreK-12 Support Services/Section 504

P.O. Box 30035
Charlotte, NC 28230
980-343-6169
980-343-0221
980-343-0529

For ADA matters relating to employment:

Charlotte-Mecklenburg Schools

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

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 (the Board) will share certain student information with Medicaid and its authorized representatives. The information will only be used to request reimbursement from Medicaid for certain medical services that the District provides to students pursuant to their Individualized Education Program (IEP) under the Individuals with Disabilities Educational Act (IDEA).

The student information is limited and may include the following: the student's name; date of birth; Medicaid number; IEP documentation, including evaluations; the dates and times services are provided to the student at school; and reports of the student's progress, including notes, and progress notes.

The District may not require parents to sign up for or enroll in any public benefits or insurance programs or require parents to incur an out-of-pocket expense, such as a deductible or co-payment. The District may not use a student's Medicaid benefits if the use would decrease available lifetime coverage or any other insured benefit, result in the parent paying for services that would otherwise be covered by Medicaid, increase premiums or lead to the discontinuation of benefits, or risk the loss of eligibility for home and community-based waivers based on aggregate health-related expenditures. The District is required to obtain parental or student consent (if 18) in order to disclose Medicaid billing information about a service provided to this student. 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. You may revoke your consent at any time. Revoking or refusing parental consent does not relieve the District of its responsibility to continue providing necessary services at no cost to the parent.

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 Schools' Extended Day programs provide leadership and direction for academic programs during and 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 graduation will be encouraged to attend after-school tutorials and/or Saturday School. Many high schools also provide credit recovery to meet the students' academic needs.

The goal of extended day programs is to increase opportunities so all students can graduate with their cohort. Opportunities for credit recovery and repeating a course for credit are provided at each high school and offered through North Carolina Virtual Public Schools (NCVPS) or a face-to-face instructional model. Every high school student is encouraged to take advantage of the many opportunities for academic success offered at his/her school.

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 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 (ADAAA)

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 bodily function 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.
- 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 and modifications under Section 504 of the Rehabilitation Act and the ADAAA.
- 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 at www.cms.k12.nc.us.
- 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

4511 Monroe Road
Charlotte, NC 28205
980-343-0221 (phone)
980-343-6169 (phone)
980-343-0589 (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.

Federal Law

The North Carolina Department of Public Instruction (NCDPI), together with the U.S. Department of Education and the Office of Civil Rights (OCR), is charged with the responsibility of enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the U.S. Department of Education's May 25, 1970, memorandum that directed Local Education Agencies (LEAs) to take steps to help English Language Learners overcome language barriers and to ensure that they can participate meaningfully in the educational programs.

Title III

The Elementary and Secondary Education Act (ESEA) Title III, Part A provides supplemental financial assistance to states and eligible LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children and immigrant children and youth to enter all-English instructional settings. Among “the purposes of this part [Part A] are to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.” (Title III, §3102)

ESL Program

The English as a Second Language (ESL) program seeks to help limited English proficient (LEP) students attain English proficiency and achieve at high levels in such core academic subjects as math and literacy by providing tailored instruction in English language skills. Students who speak a language at home other than, or in addition to, English will be administered the state English language proficiency test. ESL services are provided for those students who qualify based on the test. Additionally, students who qualify may be eligible to receive accommodations on state and local assessments. Each school in CMS has an ESL program to support students with English language needs. Participation in ESL does not exclude students from participation in any other CMS offering, including magnet programs or sports. School enrollment and screening for academic English language support via the ESL program is available through the International Center.

International Center

The mission of the CMS International Center (IC) is to address the needs of culturally or linguistically diverse students, providing them with equal access to effective participation in the educational programs offered by CMS. The IC is the enrollment and resource center for all students, both international and domestic, whose first or primary language is not English. Contact the IC to ask questions about CMS and receive information and guidance on community resources, including immunizations.

For more information, call (980) 343-3784 or visit us on the web at <http://www.cms.k12.nc.us/cmsdepartments/ci/esl>.

Overview

The Elementary and Secondary Education Act (ESEA), formerly known as the No Child Left Behind Act (NCLB), is a federal law that took effect in its current reauthorization during the 2002-2003 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 not 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

Through the establishment of Strategic Plan 2014, CMS intends to meet these goals and provide the resources to help all students become successful in the classroom.

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 2010.

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.

The NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met. To meet the criteria for an Honor School of Excellence per the ABCs of Public Education, a school will have to meet all of its designated targets.

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.

High School Requirements

At the high school level, 10th grade students must meet the ESEA requirements in Algebra I and English II. 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 be measured on ACT results (grade 11 students), WorkKeys and Future Ready Core (Algebra II) at grade 12 and 4 year cohort graduation rates.

Elementary and Secondary Education Act (ESEA) flexibility waiver

There has been a change in federal policy that may affect your child's transportation to school beginning in the 2013-2014 school year.

North Carolina is one of eight states granted a waiver from some provisions of the federal No Child Left Behind Act. The state received this waiver because it agreed to develop plans to strengthen public education in several specific areas. The waiver provides the flexibility needed to make these changes.

However, it also changes how CMS and other Districts will make decisions about bus transportation for students. We are no longer required to designate schools as being in Title I improvement. Under the old policy, parents could choose to move their children to another school if the home school was in Title I improvement. We provided transportation for the student to the new school as well as the old one. Under the new policy, you may still choose to keep your child in the school you chose instead of your home school – but we are no longer required by law to provide transportation to students who make this choice.

Since Title I School Choice is no longer an option, CMS will not provide transportation for Choice students in 2013-2014 - next school year.

You have two options available:

- You can choose to keep your child in his or her current school, however you will need to provide transportation next year and thereafter. There is one exception: For students who will be in their school's final grade in the 2013-2014 school year, we will provide transportation in 2013-2014. We do not want to disrupt our students who have only one year remaining in their schools.
- You can transfer your child to his or her home school. Placement is guaranteed and transportation is provided. If you choose this option, we encourage you to begin the transfer process as soon as possible.

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. Guided by the District's Wellness Policy (JL; JL-R), together we can help all students become healthy, educated and productive adults. Student Wellness (JL); Student Wellness (JL-R).

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 PreK12 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:

- 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

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, asthma, allergies, seizures, sickle cell, etc.*

Asthma Education

The CMS Asthma Education Program offers support for students, parents, school staff and the community to help students with asthma be safe, healthy and ready to learn.

Information for Parents:

- Notify the school nurse if your child has asthma
- Make sure the child has his/her quick-relief or rescue inhaler spacer available in the health office.
- Complete an Asthma Action Plan with your child's doctor and bring a copy to the school nurse so that he/she can administer medication to your child at school.
- Contact your child's school nurse if there are any changes in your child's asthma condition or if you have any questions.

Resources available to you and your child:

- School nurse asthma case management
- Copies of the Asthma Action Plan are available on the CMS website and from your school nurse
- Open Airways, a free asthma education program for students in grades 3-5 taught by the school nurse (with parent permission)
- Asthma On Wheels, a classroom based asthma-awareness program for elementary students and Kickin' Asthma, a middle school awareness program

For more information go to: CMS Asthma Education

<http://www.cms.k12.nc.us/cmsdepartments/csh/AsthmaEdu/Pages/default.aspx>.

Recommended Student Health Vaccinations

Influenza, Meningococcal Diseases and HPV

Influenza ("flu") is caused by a virus that spreads from infected persons to the nose or throat of others. Anyone can get influenza. Influenza can cause fever, sore throat, chills, coughs, headache, and muscle aches. The best time to get the vaccine is in October or November.

Meningococcal disease is a serious illness, caused by bacteria. It is the leading cause of bacterial meningitis in children 2 – 18 years old in the United States. Meningitis is an infection of the brain and spinal cord coverings. Meningococcal disease can also cause blood infections. A vaccine against bacterial meningitis is available and is recommended for children in their early teens.

Learn more about these vaccines by consulting: <http://www.cms.k12.nc.us/cmsdepartments/csh/Pages/Meningitis-Flu-HPV.aspx>.

Human Papillomavirus (HPV)

Human Papilloma virus (HPV) is a common virus that is spread from one person to another by close intimate contact. HPV can infect a woman's cervix and cause the cells to change. These cell changes (also called cervical dysplasia) can lead to cervical cancer over time, if they are not treated. Vaccines are now available that can protect females and males (ages 9 – 26) from some of the major types of HPV.

Information on these diseases and the vaccines can be found at: <http://www.cms.k12.nc.us/cmsdepartments/csh/Pages/Meningitis-Flu-HPV.aspx>.

Safe Surrender Law

Pursuant to N.C.G.S. § 7B-500, a female may legally surrender her newborn baby (up to 7 days old) to a responsible adult without fear of criminal prosecution. School social workers, school nurses, counselors, and law enforcement agents are examples of responsible adults who are familiar with this law. Safe surrender is anonymous and legal. More information can be found at www.safesurrender.net. Those individuals without internet access can contact a school nurse or social worker.

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 (Healthful Living Essential Standards). The Healthful Living Essential Standards 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 Healthful Living Essential Standards.

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 (e,K) require public schools to provide age-appropriate instruction. A comprehensive health education program is taught to students from kindergarten through ninth grade. As required by law, the health education program includes age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, and reproductive health and safety education.

Physical Education

The physical education portion of the Healthful Living Essential Standards 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.

Welnet, 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 and lifetime fitness.

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. Menus for each grade level are posted daily to Facebook ([facebook.com/cmschildnutrition](https://www.facebook.com/cmschildnutrition)) and Twitter (@[cms_nutrition](https://twitter.com/cms_nutrition)) and to the internet each month.

If you have questions or concerns about our program, please feel free to call Child Nutrition Services weekdays from 7:30 a.m. to 5 p.m. at (980) 343-6041.

The Breakfast Program

Breakfast is offered daily in all schools before the start of the school day. Students may select items from each of the following four meal components: 1) meat/meat alternative, 2) grain, 3) fruit/juice, and 4) milk. Students must take an item from at least three of the four groups to make a complete school breakfast. Select schools participate in a Grab & Go Breakfast Program; therefore, they deviate from the published menu. Students approved for reduced priced meals receive free breakfast.

The Lunch Program

Students may select items from each of the following five meal components: 1) meat/meat alternate, 2) grain, 3) vegetable/side, 4) fruit and 5) milk. Students must take an item from at least three of the five groups to make a complete school lunch. One item must be a fruit or a vegetable. If a student does not select a complete school lunch, items will be charged ala carte.

By offering a variety of nutritious choices, students can select a meal made up of foods they enjoy. The menus follow the Nutrition Standards for School Meals established by the USDA and the Dietary Guidelines for Americans, which assure breakfast meets one-fourth and lunch meets one-third of the daily recommended intake of calories, fat, proteins, vitamins and minerals for students.

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 and are restricted in fat, sugar, sodium, trans fat and calories to meet the Institute of Medicine recommendations.

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 School Lunch Week (October); International Foods Week (November); Sports Month (January); President's Day and Mardi Gras (February); National Nutrition Month and National School Breakfast Week (March); and Cinco de Mayo (May).

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 licensed medical doctor (MD) or a recognized medical authority. Forms must be submitted at the beginning of each school year and each time a student's diagnosis or change in treatment is indicated during the school year. A current CMS Diet Order form is available on the CMS website (<http://www.cms.k12.nc.us/cmsdepartments/cns>) or may be obtained from your cafeteria manager. Incomplete forms cannot be processed and will be returned to the parent/guardian for completion. Upon receipt of each completed form, Child Nutrition will modify menus and instruct cafeteria managers in regards to each special diet. A registered dietitian on staff manages all special nutritional needs. Parents are encouraged to review with their child appropriate food choices from the menu.

Families desiring to manage diabetes, food allergies, etc., without submitting a diet order form, may view information regarding nutrition, carbohydrate content and major food allergies by visiting the CMS website.

CMS Child Nutrition does not purchase or serve peanuts or products containing peanuts; therefore, a diet order form only specifying a peanut allergy is not needed.

Free and Reduced Meal Applications

The meal application is a family application. Only one application needs to be completed for each household. Apply online for free or reduced priced meals by visiting our website www.cms.k12.nc.us/cmsdepartments/cns or you may obtain a paper application from your child's school. If you are completing a paper application, please mail 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 have up to 30 days to reapply for meal benefits. Students who do not reapply for the current school year will need money for meals beginning the 31st school day. New students must have an approved application on file 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. Parent/guardian is responsible for reimbursing the cafeteria for any money charged to the student's account, even if an application is approved at a later date.

Parent/guardian is 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.
- ▼ A phone number and driver's license number must be included on the check.
- ▼ Include the student(s) name along with their student ID or PIN number.

Returned Check Penalties

Charlotte-Mecklenburg Schools' Child Nutrition Services uses ChecXchange, Money Transfer Systems, Inc., to collect funds from checks returned for insufficient funds. Once the check has been returned, ChecXchange will resubmit the check electronically (twice if necessary) to your bank. There will be a \$25 charge for returned checks.

Contact ChecXchange at (800) 208-2964 if you have any questions regarding a returned check. 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. 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.

Refunds on Closed Accounts

Parents of students leaving CMS have up to 90 days to request a refund of money on account or have it transferred to another CMS student. Amounts less than \$5 will be transferred (upon request) to another CMS student account but not refunded. Contact Child Nutrition Services at (980) 343-6041 for a refund or transfer of money on account.

Nondiscrimination Statement

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, gender (male or female), age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

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. 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 Parent-Student Handbook and by other means, such as principal newsletters and Parent Teacher Student Association 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.

¹Throughout 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://center.serve.org/hepnc/>
- <http://www.achildsplace.org/>

IJNDB-R

I. Purpose

Charlotte-Mecklenburg Schools provides an electronic communications and wireless connection 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 students and include all aspects of network use, whether via desktop or laptop computer, or personal technology device (PTD)¹ owned by CMS or the individual student, parent, or other third party. Violations of any provision of these regulations may result in cancellation of the student’s access to the CMS network and possible disciplinary actions. Disciplinary consequences for violations of this regulation will be imposed according to rules set forth in the current CMS Code of Student Conduct, as set forth in the Student Rights, Responsibilities & Character Development Handbook.

II. Access to Information

The Internet provides access to computer systems located all over the world. The District shall inform student users and the parents² 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 it. 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 they do not want them to access. However, CMS does not accept responsibility for enforcing parental restrictions that go beyond those imposed by the District.

III. 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, critical thinking, communication, collaboration, and creativity;
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, other digital media content, and a variety of other sources;
2. Public domain and shareware software; and
3. Telecommunications with individuals and groups around the world.

C. Digital Citizenship Education

CMS will provide digital citizenship education to all students that addresses appropriate online behavior, including interactions with other individuals on social networking sites and in chat rooms, as well as cyberbullying awareness and response.

IV. Acceptable Uses

A. Purposes of Use

All CMS network activity must have an educational purpose or further student career objectives and comply with the student behavior guidelines of the Charlotte-Mecklenburg Schools.³ Students may also, under the direction of appropriate staff, create and maintain school webpages, individual webpages, email communications, or other collaborative media sites.

B. Digital Citizenship Rules

Students shall 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 Digital Citizenship rules, which include, but are not limited to:

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. Students must practice appropriate online behavior when using PTDs; cyberbullying⁴ will not be permitted;
4. In any electronic communications, students must not reveal any personal information about others, such as full name, personal address, or phone numbers; and
5. 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 IX, below, CMS is not responsible for any damages or injuries suffered as the result of a student releasing personal identification information.

V. Unacceptable Uses

A. Penalties for Unacceptable Uses

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

B. Unacceptable Uses

Transmission of material in violation of any federal or state law, 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 or other malware⁵ into the network;
3. Unauthorized access (“hacking”) into computer systems or networks;
4. Logging into the network on a personal account and allowing others to access that account, unless permitted by an instructor for collaboration purposes;
5. Accessing proxy avoidance sites;⁶
6. Encouraging or committing unlawful acts, violations of the CMS Code of Student Conduct, or using the CMS network to promote illegal activities;
7. Accessing or using threatening or obscene material;
8. Accessing pornography;
9. Using discriminatory, defamatory, offensive, or harassing statements or language including disparagement of others based on their race, color, ancestry, national origin, sex, sexual orientation, socioeconomic status, academic status, gender identity or expression, age, disability, religious, or political beliefs through any means including phone, online, or other digital communications;
10. Sending or soliciting abusive or sexually oriented messages or images;
11. Accessing material that is harmful to minors;⁷
12. Violating copyright laws, including duplication of software or plagiarism;
13. Utilizing the CMS network for commercial purposes;
14. Providing political or campaign information or lobbying for a political cause or candidate unless directly connected to an instructional activity;
15. Operating a business for personal gain, sending chain letters, or soliciting money for any reason;
16. Posting photographs or school work of an individual student on student-created webpages without confirming that a *Photo and Video Release* form⁸ has been signed by the student’s parents;

17. Posting personal information about students or staff without proper authorization;
18. Forwarding personal communications without the author’s prior consent;
19. Distributing material protected by trade secret;
20. Accessing the Internet via personal Wi-Fi accounts, through individual PTD accounts, or by any manner other than connecting through the secure wireless connection provided by CMS; and
21. Downloading, installing, or otherwise using unauthorized games, music, public domain, shareware, or other unauthorized programs on any school computer or network.

VI. 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.

VII. Privileges

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.

VIII. Personal Technology Device (PTD) Rules⁹

To encourage growth, creativity, collaboration, and higher achievement, the Superintendent may authorize the use of PTDs during school hours by students at selected schools. Students at those schools will be permitted to use PTDs for educational purposes only.¹⁰ At sites where such use is permitted, the following rules are applicable:

A. Internet Access

Students may access the CMS wireless Internet network via PTDs while on CMS property only when authorized by the Superintendent and approved by the principal.¹¹ Personal Internet, other Wi-Fi, or outside resources are not to be used at any time.

B. Security and Damages

The security and maintenance of a PTD rests solely with the individual owner. CMS, employees, or staff members are not liable for any device not owned by CMS that is stolen, lost, damaged, or infected with a virus while on CMS property.

C. Student Agreement

Possessing and using a PTD at school is a privilege. Students do not have the right to use cell-phones, laptops, or other electronic devices while at school. If these privileges are abused, they may be taken away. Students and parents must agree to the Code of Student Conduct, all CMS Board Policies (in particular IJNDB – Student Internet Use), and this regulation.

1. All PTDs:

- a. Must be in silent mode while on CMS property;
- b. May not be used to cheat on assignments or tests, to violate any provision of the Code of Student Conduct, or for non-instructional purposes (such as making personal phone calls and text/instant messaging);
- c. May not be used to record, transmit, or post photographic images or videos of any person or persons on CMS property during school activities and/or hours unless such uses are for educational purposes and with a teacher's approval and supervision;
- d. May be used to access files on the PTD or Internet sites that are relevant to the classroom curriculum; and
- e. May not be used to access unauthorized games, movies, or other applications.

2. Students acknowledge that:

- a. The CMS network filters will be applied to their connection to the Internet. Attempts to bypass the filters are in violation of this regulation and Policy IJNDB;
- b. Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of this regulation and Policy IJNDB;
- c. Processing or accessing information on CMS property related to "hacking," altering, or bypassing network security policies is in violation of this regulation and Policy IJNDB;
- d. CMS has the right to collect and examine any PTD that is suspected of being used to violate the Code of Student Conduct or was the source of an attack or virus infection;

- e. Printing from a PTD is allowed on CMS property only if authorized by the supervising teacher; and
- f. A PTD must be charged prior to being brought to school and must be battery-powered while in use on CMS property. A PTD may be charged on CMS property only with prior approval from the supervising teacher.

D. Additional School-Specific Policies

Principals are authorized to develop and implement additional rules for the use of PTDs on school campuses under their control. Any such rules shall be communicated to the students.

IX. Disclaimer

The Board of Education is not responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, a student's mistake or negligence, costs incurred by students or their 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. Additionally, CMS and the Board of Education are not liable for any damages occurring to PTDs on school property, regardless of whether CMS granted permission for the PTD to be brought onto school property or used in school. Students are responsible for keeping track of their PTDs. CMS will take reasonable precautions to prevent theft, loss, or damage to any PTD but such action is not an assumption of risk by the District.

X. 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 may result in cancellation of user privileges. Email is not guaranteed to be private; system administrators have access to all email. Email messages relating to or in support of illegal activities will be reported to the authorities, and appropriate disciplinary action will follow.

XI. 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, may be a violation of criminal law.

XII. Agreement

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

Footnotes

1. A *personal technology device* (“PTD”) is a portable Internet accessing device designed to transmit communications by voice, written characters, words, or images, share information, record sounds, process words, and/or capture images, such as a laptop, tablet, smart-phone, cell-phone, PDA, or e-reader.
2. Unless otherwise stated, references to “parents” include one or both parents, legal guardian, or legal custodian of a student, or person acting in loco parentis to the student.
3. Student behavior guidelines are set forth in the Code of Student Conduct, which is updated and made available to students each year.
4. *Cyberbullying* is the use of information and communication technologies, including but not limited to email, cell phones, text, still photograph or video messages, instant messaging, defamatory personal web sites, and online personal or public web sites or journals, to convey an offensive, racial, derogatory, bullying, or obscene message to another person, including but not limited to references to race, color, ancestry, national origin, gender, socioeconomic status, academic status, gender identity or expression, sexual orientation, religion, physical or sensory disability, and/or physical appearance.
5. The term *malware*, another word for malicious software, means “computer software designed to be destructive or disruptive, such as computer viruses and worms.” (Black’s Law Dictionary).
6. “[A proxy] builds a firewall, which prevents attackers from gaining access to private information. It also protects users against harmful websites containing viruses.” *Proxy avoidance sites* “allow users to bypass the proxy and view any sites they wish. This allows users access to restricted sites. (www.ehow.co.uk).
7. The term *harmful to minors* means “any picture, image, graphic image file, or other visual depiction that: 1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and 3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.” (Children’s Internet Protection Act).
8. The *Photo and Video Release* form is available in the *CMS Parent-Student Handbook* that is distributed to every student at the beginning of the school year and posted online on the CMS Website (www.cms.k12.nc.us).
9. This section is applicable beginning with the 2012/2013 school year.
10. CMS is not responsible for acquiring, using, servicing, or maintaining devices or data plans.
11. CMS property means all property owned or operated by the Charlotte-Mecklenburg Board of Education, including school campuses and buildings, athletic fields, playgrounds, parking lots, bus stops, District-owned vehicles including school buses and activity buses, and any other properties owned or controlled by CMS.

Students accept the terms of the Student Internet Use Agreement online. A copy of this agreement form is reprinted in this handbook on the following pages 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.

Note to parents and students: The following form(s) 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 Internet through 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. This agreement applies to all Internet access while at school whether by a school-owned device or one owned by the student and approved for use by the Superintendent and Principal.

There are rules in the 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 CMS 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#: _____

**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 internet through the CMS network.

In this Agreement, "Internet" means both the CMS electronic network and access to the worldwide web (Internet). This agreement applies to all Internet access while at school whether by a school-owned device or by a Personal Technology Device (PTD) owned by the student and approved for use by the Superintendent and Principal and to Internet access via CMS-owned devices while away from school.

- I do not have a right to access the Internet from school. Internet access is a privilege.
 - I will use the Internet while at school only for educational purposes, research, or career development.
 - I will not access the Internet through personal cellular accounts, like 3 or 4 G, individual accounts or personal data plans associated with a PTD.
 - If I am using a PTD to access the Internet, I will log on only through the CMS network.
 - 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 by an authorized CMS staff person for any reason without my permission or knowledge.
 - Anything that I do on the Internet while at school may be monitored by a teacher or other staff member.
 - I have read and understand the Digital Citizenship Rules and Unacceptable Uses of the Internet. (The Digital Citizenship 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 Digital Citizenship 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 Digital Citizenship 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 Digital Citizenship Rules or if I engage in any of the Unacceptable Uses, I may lose Internet access at school and my computer/PTD may be taken away from me and later returned to my parent. There may also be disciplinary actions taken against me under the CMS Code of Student Conduct, which could include a suspension or expulsion from school. 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
- 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#: _____

“CMS Promotion Standards for Elementary, Middle and High School Students”

In March 2013 the NC Legislature passed legislation requiring that all students in grade three be retained if not reading on grade level (achievement level III or above) on the NC Department of Instruction grade 3 End of Grade reading assessment.

Section 115C-83.1A of the 2012-2013 budget law (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-2014 school year. The goal of this program is “to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

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

- Section 115C-83.1G(a) states: “The State Board of Education shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students. The test may be readministered once prior to the end of the school year.”

Gateway 4/Grade 12

- Meet existing local and state graduation requirements,
- Score at Level III or above on End-of-Course tests for English I, U.S. History, and Algebra I, or within one standard error of measurement.

Additional support is in place to address individual needs and circumstances.

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	\$8.00	\$15.00
24-Hour Coverage	\$36.00	\$62.00

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 \$10 plus tax; one item in a packet at no more than \$10 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 \$10 plus tax and no maximum limit for the entire package. Picture books (yearbooks) are not to exceed a purchase price of \$21 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 \$10 plus tax with no maximum limit per package.

Meal Prices

	Breakfast	Lunch	Milk (1/2 pint)
Pre-K Students	\$1.00	\$2.00	\$.60
Elementary, Middle and High School Students	\$1.25	\$2.25	\$.60
Adults	A la carte	A la carte	\$.60

Students approved for reduce priced meals receive breakfast free and lunch is \$.40

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 principal for further action.

Advanced Placement and International Baccalaureate Exams

CMS pays at least half of the cost for Advanced Placement and International Baccalaureate tests. Students considered economically disadvantaged are eligible for a fee waiver. Students in these courses are required to take a teacher-made final exam.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“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 after 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 records 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 is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. 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 provide written consent before the school discloses personally identifiable information 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, support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or 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.

In addition, upon request, the school discloses education records without consent to officials of another school District in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school 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 20202-5920

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Charlotte-Mecklenburg Schools (CMS or the District), with certain exceptions, obtain your written 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 the District to the contrary in accordance with District 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 contained in an education record 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. Directory information may be released to outside organizations that offer and/or supply school memorabilia such as companies that manufacture class rings, publish yearbooks or provide graduation products.

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 the District (current school) in writing **within 10 days after the first day of the academic school year**. The District has designated the following information as directory information:

- Student's name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, academic recognitions and awards received;
- The most recent educational agency or institution attended; and
- Student ID number, user ID or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems that cannot be used to access education records without a PIN, password, etc.

Footnotes: ¹These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The **Protection of Pupil Rights Amendment (PPRA)** affords parents certain 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 minor 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 the student’s parent;
 2. Mental or psychological problems of the student or the 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, physicians or ministers;
 7. Religious practices, affiliations or beliefs of the student or the student’s parent; 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 examination 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 marketing or to sell or otherwise distribute that information to others. (or otherwise providing that information to others for that purpose).
- 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 a student who is 18 years old or an emancipated minor under State law.

Charlotte-Mecklenburg Schools (CMS) 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. CMS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes are made. CMS 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.

CMS 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 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; and
- 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 20202-5920

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

P.O. Box 30035
Charlotte, NC 28230
980-343-5833

Office of Civil Rights at US Department of Education

Post Office Box 14620
Washington, DC 20044 – 4620

Purpose

The Federal Title VII program supports educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging academic achievement standards as all other students within CMS. The ongoing program will provide opportunities for these students by ensuring that programs that serve these children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also meet the unique educational and culturally related needs of these students.

The CMS Title VII Parent Advisory Board meets regularly during the school year to plan special cultural activities, and to review needed programs for our Native American students such as tutoring or assistance with any program within CMS, career counseling, college preparedness, and CMS teacher continuing educational opportunities. Meetings are generally open to all parents of CMS Native American students.

Eligibility

Enrollment is open to any CMS student that is a member of a federal or state recognized tribe; or a child of any member of a federal or state recognized tribe; or the grandchild of any member of a federal or state recognized tribe. Completion of the “Indian Education Program/Title VII Student Eligibility Form” (EDForm 506) is required to determine a student’s eligibility for Title VII support. You can access this form in the 2013-2014 Student Forms Handbook. Completed forms should be sent to Karin Dancy, Interim CMS Title VII Coordinator (contact information is listed below) or Michaela McGee, Title VII Student/Parent Liaison

For more information

Karin Dancy, CMS Director of Grants

Email: k.dancy@cms.k12.nc.us
Fax: (980) 343-5322

Charlotte-Mecklenburg Schools
4511 Monroe Rd. – Room B-12
Charlotte, NC 28205-7715
Courier Number: 668

Michaela McGee, Student/Parent Liaison

Email: michaela1.mcgee@cms.k12.nc.us
Fax: (980) 343-5322

Charlotte-Mecklenburg Schools
4511 Monroe Rd. – Room B-9
Charlotte, NC 28205-7715
Courier Number: 668

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.

§ 115C-391.1. PERMISSIBLE USE OF SECLUSION AND RESTRAINT, *continued*

- 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:
 - a. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
 - 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 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
 - 1. 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.
 - 2. 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.
 - 3. The space in which the student is confined has been approved for such use by the local education agency.
 - 4. The space is appropriately lighted.
 - 5. The space is appropriately ventilated and heated or cooled.
 - 6. 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:**
- (1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
 - (2) The duration of the isolation is reasonable in light of the purpose of the isolation.
 - (3) The student is reasonably monitored while in isolation.
 - (4) 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. §115C-390.3 or modifies the rules and procedures governing discipline under G.S. §115C-390.12.**
- (j) Notice, Reporting and Documentation.**
- (1) 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.
 - (2) Notice of specified incidents:
 - a. School personnel shall promptly notify the principal or principal's designee of:
 - 1. Any use of aversive procedures.
 - 2. Any prohibited use of mechanical restraint.
 - 3. Any use of physical restraint resulting in observable physical injury to a student.
 - 4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.
 - b. 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.
 - (3) 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.
 - (4) 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:
 - a. The date, time of day, location, duration, and description of the incident and interventions.
 - b. The events or events that led up to the incident.
 - c. The nature and extent of any injury to the student.
 - d. The name of a school employee the parent or guardian can contact regarding the incident.
 - (5) 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.**

The 1986 Asbestos Hazard Emergency Response Act (AHERA) required inspections of all CMS facilities; this was completed in 1989 that identified the type, quantity and location of asbestos containing materials (ACM). ACM was found in almost every facility constructed prior to 1989. Schools built during and after 1989 were instructed not to use 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, if needed, 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 each 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 contact:

Environmental Health and Safety Specialist

(980) 343-1681

(980) 343-8632

Environmental Services and Stewardship, Manager

(980) 343-4879

Integrated Pest Management

As part of our on-going commitment to enhance the quality of our learning environments and non-education facilities, Charlotte-Mecklenburg Schools (CMS) practices Integrated Pest Management (IPM) on a district wide basis as our choice for pest control. IPM is an ecologically based management strategy that provides long term solutions to pest problems with minimum impact on human health and the environment with a focus on prevention through good sanitation and mechanical means such as pest proofing buildings.

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 of when CMS plans to apply pesticides in your school or facility and to request advance notice of pesticides used outside that schedule. Such notification must be given at least 72 hours in advance of a non-scheduled application of a non-exempt pesticide or as soon as possible after an emergency application (within 72 hours).

Exemptions: Certain relatively low-risk pesticides are exempted from these notification requirements, including antimicrobial cleaners, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA's Toxicity Class IV, "relatively nontoxic". Your right to be notified extends to all non-exempt pesticide applications at your school or other non-school site (office building, garage, workshop, etc.) both indoor and outdoor pesticide applications and including applications that take place over summer recess, holidays, weekends, or after school hours.

ECF Environmental Stewardship Policy

The Charlotte-Mecklenburg Board of Education believes that Charlotte-Mecklenburg Schools must be an effective steward of our natural resources. The Board hereby commits that the district will continue and strengthen its efforts to operate in a manner that protects and conserves our air, water and land resources, improves the environment, and promotes environmentally sound behavior.

Policy JK, Adopted 8/9/11

The mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school. In order to realize this mission, the Board is committed to the provision of safe and orderly learning and work environments in CMS schools. Accordingly, the teacher is the recognized authority in the classroom and students are expected to conduct themselves in ways that foster their own learning and the learning of those around them. Discipline policies are provided to establish expected standards of student behavior, procedures for addressing student misconduct and consequences for violations of student behavior standards. Discipline is defined as well-ordered, directed behavior. Therefore, students shall be taught character education, including the values of responsibility, respect for themselves and others, and self-discipline. School discipline rules must balance the need to maintain a safe and orderly school environment with the recognition of the importance of students remaining enrolled in school.

Guidelines for appropriate student behavior shall be set by the District and published annually in the Code of Student Conduct, which shall be made available to students and parents. 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 on or away from a school campus. In addition, as permitted by NC law, the Board authorizes the discipline of students for conduct occurring away from CMS property if the conduct otherwise violates the Code of Student Conduct and has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

1. Less Serious Violations

Some violations of the Code of Student Conduct are less severe infractions involving a lower degree of dangerous and harmful behaviors. Examples of these violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation. Less serious violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension (exclusion from school for 10 or fewer school days). Unless circumstances dictate otherwise, consequences that occur when students do not follow the guidelines shall be progressive in nature. Further information regarding the procedures for short-term suspensions is provided in Policy JKD, "Suspension and Expulsion," and its accompanying regulation JKD-R. Other disciplinary measures or responses may include, but are not limited to, one or more of the following:

- a. parental involvement, such as conferences;
- b. isolation or time-out for short periods of time;
- c. behavior improvement agreements;
- d. instruction in conflict resolution and anger management;
- e. peer mediation;
- f. individual or small group sessions with the school counselor;
- g. academic intervention;
- h. in-school suspension (ISS);
- i. detention before and/or after school or on Saturday;
- j. community service;
- k. exclusion from graduation ceremonies;
- l. exclusion from extracurricular activities;
- m. suspension from bus privileges; and
- n. disciplinary placement in an alternative school.

2. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations.

In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension (an exclusion from school of more than 10 days), and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in Policy JKD. 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 superintendent is directed to issue regulations to accompany this policy.

Bullying Policy CMS/NEPN CODE:JICK Date of Adoption: 3/9/10

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; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity/expression; physical appearance; sexual orientation; physical, mental, developmental, or sensory disability; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or
- because of an association with a person who has or is perceived to have one or more of these characteristics.

The Board prohibits any and all forms of harassment or bullying on Board property or at Board-sanctioned events.

All persons on CMS campuses or present at CMS-sponsored events are expected to conduct themselves in ways that promote a positive environment, consistent with the behavioral expectations set forth in this policy.

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 Board 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) publishing this policy to CMS personnel and students; (b) developing a process by which targets may report harassment or bullying which includes the ability to make such a report anonymously; (c) developing a procedure for prompt investigation of such claims; (d) assuring that CMS strictly prohibits reprisal or retaliation against any person who reports an act of bullying or harassment and that there are consequences for such behavior; and (e) designating staff to prepare and conduct annual training for CMS staff, students, and community about techniques to support enforcement of the policy; and (f) determining and implementing methods to gather and measure data regarding harassment and bullying within CMS.

The superintendent shall develop a regulation which sets forth the details of the processes through which this policy shall be effectively implemented and enforced. The Board and the superintendent shall assure that consequences for violation of this policy are set forth in the Code of Student Conduct and appropriate policies and regulations governing employee behaviors.

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 considered 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 Magnet program are automatically offered placement in the Middle Years International Baccalaureate Program (MYP).

The Horizons program is designed for highly or profoundly 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 literacy. High-performing middle school students are evaluated annually for instructional placement in literacy and math courses.

In high school (9-12), through the Advanced Studies Program, students may select discipline-specific Honors or Advanced Placement coursework. All high schools offer Honors and Advanced Placement courses; five high schools offer the International Baccalaureate (IB) program.

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 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.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an in-school academic support program that prepares students for college eligibility and success. This college-preparatory program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID moves students into more challenging courses and enrolls them in an AVID elective. In this class, students use Writing, Inquiry, Collaboration and Reading (WICR) strategies to improve organizational skills, academic performance, and critical thinking. Students receive support through academic coaching from peers, tutors and teachers.

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID students must:

- Have the desire and determination to go to college
- Have a GPA between 2.0 and 3.5
- Have average to high test scores
- Commit to enrollment in academically rigorous courses appropriate for the student

The AVID program is available to students in many CMS middle and high schools. Please check with individual schools to determine AVID’s availability and to obtain application information.

If you have questions about the identification of gifted students or if you have questions about the programs described above, contact the school directly. For additional information or assistance, please contact **Talent Development/Advanced Studies by calling (980) 343-6955 or visiting www.cms.k12.nc.us/cmsdepartments/ci/astd/pages/default.aspx**

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.

LIBRARY MEDIA CENTER RESOURCES AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS

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 library media center resources and supplementary instructional materials. These include print and non-print sources of information, classroom resources, and supplementary instructional materials.

The Superintendent shall adopt a regulation setting forth the responsibility for selecting library media center and supplementary instructional materials. The regulation shall also include procedures if the public chooses 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.



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

July 1, 2013

Dear Parents:

I am writing to ask for your support in reinforcing to your child(ren) some basic safety rules when getting on and off the school bus. Sadly, four students were killed last year by other motorists as the children were crossing the street getting on or off their school bus. Three of those motorists *illegally* passed the stopped school bus while the stop sign was out and the red lights were flashing. We are working to put an end to this kind of tragedy.

The most important safety practice is that students **MUST** understand the need to look both ways before stepping into the road – either from the side of the road into the roadway to board the bus, or from the front of the bus, after exiting, when crossing one or more lanes of traffic. Your support is essential in helping them to learn this simple – yet lifesaving – practice.

Students should not step into the road until they look both ways and make sure that traffic is stopped. Students who do not observe this safety requirement will be reported to the principal by the school bus driver.

It is important to note that roadway danger exists regardless of the student's age. Young children simply do not have the experience and need regular reminders of these important safety rules. Older students may be distracted by cell phones and music devices among other things. These students also need to understand the basic need to **LOOK** before stepping into the roadway.

Working together, we **CAN** make a difference to improve student safety. Thank you in advance for helping us to keep your children safe.

Sincerely,



June St. Clair Atkinson

JSA:DG

Attachment

OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | june.atkinson@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

In 2012-2013, Charlotte-Mecklenburg Schools operated an average of 954 buses that traveled an estimated 108,000 miles each day. Approximately 123,000 students were assigned to 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.

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 continued local and state budget reductions, along with the Board of Education directing all operations to become more efficient, Transportation is making some service level adjustments, where feasible. These changes include continuing the use and placement of common stop locations in all neighborhoods, rather than bus stop locations based specifically on students' residential addresses. The distance 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. Bus drivers will not wait for a student who is not already at the bus stop and prepared to board the bus in a timely manner. The school bus driver will report to the principal the name of any student who is frequently late in arriving at the bus 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 and timely.
- 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 are fully responsible for their student's behavior, property damage, vandalism, and/or any other issues that may occur at and around the CMS bus stop.
- 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.

Shuttle Bus Stops for Full Magnet Schools

In addition to using common stops within neighborhoods, shuttle stops will be assigned for the following magnet schools for 2013-2014. All students living outside the home school boundary, if applicable, and attending Harding, Northwest School of the Arts and Phillip O. Berry Academy of Technology will be assigned to a magnet shuttle stop located at predefined CMS school parking lots. All attending students living outside of a five-mile radius for the Military & Global Leadership Academy at Marie G. Davis, Collinswood Language Academy, Morehead Science, Technology, Engineering and Math Academy, Oaklawn Language Academy, Piedmont, Randolph and E.E. Waddell Language Academy will be assigned to a shuttle stop located at predefined CMS school parking lots.

Students and/or their families will be responsible for transportation to and from the assigned shuttle stop location. No vehicles will be allowed to remain at the host school for the shuttle stops at any time. The student/family realizes full responsibility for the condition and security of any vehicle or other item(s) that may remain on other property.

Timely arrivals and pickups are critical for the safety and security of each student. Each assigned and eligible child should arrive at the assigned shuttle stop between 10-15 minutes prior to the assigned morning stop time and must be picked up 10-15 minutes after the assigned afternoon stop time. Consistent late morning arrivals and/or afternoon pick up of the student may result in a monetary fine and/or loss of the privilege to utilize bus service for the school year. Bus stops for students who live within the five-mile radius for these seven magnet schools listed above (beginning with the Military & Global Leadership Academy at Marie G. Davis and ending with E.E. Waddell Language Academy) will be assigned a common stop based on their residential address.

If a student does not use a bus stop location for 10 consecutive days at any time during the school year, 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. Reinstatement for a bus stop may be requested online using the Transportation Service Request Form on the CMS website.

To the extent possible, students may be scheduled to arrive and unload 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, eat breakfast and also allows for maximum utilization and scheduling of school buses serving multiple schools in the morning.

Alternate Bus Stops

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. The exception to this allowance will be for students attending the magnet schools previously mentioned with the five-mile radius "rule." Students outside the five-mile radius and assigned to a shuttle stop may request an alternate stop to a licensed daycare (listed on the CMS Transportation website for each school) located within the five-mile radius of the attending school. There will be no alternate stops outside the five-mile radius for these schools. No exceptions will be made. 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 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. For the 10 full magnet programs, students will be transported to the shuttle stop location for immediate pickup by the parent or guardian. 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 a 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 his/her home school the following year and will become eligible for transportation once again.

No Transportation Zone Guidelines

G.S. § 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." This one and a half mile area is often referred to as the "No Transportation Zone."

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 above) this area can measure up to a 1.5 mile radius around the school building. While CMS does not enforce this state law to the full extent possible, any student residing within the established no transportation zone for his/her attending school will not be eligible for transportation services. However, any student properly coded and authorized as an exceptional child in a self-contained setting and residing within the established no transportation 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 whose 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.

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 their assigned stop.)

UNDER GENERAL STATUTE §115C-391.2, THE PRINCIPAL MAY DISCIPLINE 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 DISCIPLINE 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 under North Carolina law. In addition to discipline under the CMS Code of Student Conduct, the violator could be prosecuted for violation of NC criminal trespass laws.

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

Dress Code

According to Charlotte-Mecklenburg Schools Policy, (JICA), 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 CMS Code of Student Conduct.

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 schools 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 is available to a limited number of 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

Bright Beginnings Pre-Kindergarten is a Title I program designed to provide early intervention for some eligible children, before they begin Kindergarten. Eligibility is based on a prescribed screening that determines each child's educational need. Based on funding guidelines, CMS must rank children who are eligible to participate by identifying children most at risk of failing to meet NC's academic achievement standards. Those with the greatest needs are placed in Pre-K. Funding does not permit CMS to serve all eligible four-year-old children. Pre-K classes are located in 50 schools, providing access to children in all parts of the country. For more information, contact the Bright Beginnings Office at (980) 343-5950 (Spanish (980) 343-5138).

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, (3 types). Please check the CMS website for details.

A child applying for Pre-Kindergarten in 2013-2014 must be four years old on or before Aug. 31, 2013, and must indicate a need for preschool as determined by a screening assessment. Call **(980) 343-5950** to request an appointment or to obtain more information about the screening process or about Pre-Kindergarten. **Students must be 5 years old on or before Aug. 31, 2013, 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.

Coordinated School Health

Healthy children are better learners! Coordinated school health embraces a 'whole child' approach by defining policies, practices and programs that ensure each child, in each school is healthy, safe and supported. It engages all stakeholders - educators, families, policymakers, and community members--to meet physical, the social, emotional and educational needs of students. Parents can help in the following ways:

- Comply with health and immunization requirements
- Participate on the School Health Team at your child's school
- Attend Parent University sessions on health and wellness
- Support the Student Wellness Policy (JL, JL-R)
- Volunteer in activities that support healthy nutrition and physical activity

To find out more about the School Health Advisory Visit Coordinated School Health <http://www.cms.k12.nc.us/CMSDEPARTMENTS/CSH/Pages/default.aspx>.

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

PreK-12 Student Support Services

Intervention Team

Each school in CMS has an intervention team. This multi-disciplinary school team provides educational support to promote individual student success. To most effectively and efficiently address a student's needs, all individuals who may have a part in providing solutions should participate in the problem-solving and planning process.

Parent participation in the intervention team process is essential to the success of the team's work with the student.

Intervention team members include individuals who have:

- Knowledge of the student
- Knowledge of and access to school resources
- Ability to access and leverage community resources
- Knowledge of curriculum and instructional strategies
- Knowledge of developmental stages and issues

Benefits of an effective intervention team include – but are not limited to:

- Providing early identification of barriers to student success and achievement
- Maximizing individual student progress
- Decreasing discipline problems
- Providing a solution-focused collaborative problem solving process

School Counselor

The mission of the CMS PreK-12 School Counseling Program is to provide comprehensive counseling service to maximize the academic achievement, career development, and social emotional learning of every student. CMS elementary counselors promote a positive school environment and development of **all** students by providing:

- Classroom guidance lessons to support the NC Essential Standards for Guidance
- Career awareness, diversity, character education, personal safety, and bullying prevention school-wide initiatives.
- Transition support for new students and rising middle school students
- Academic, behavioral, goal-setting, problem-solving, and mediation conferences with students
- Short-term individual and group counseling
- Crisis response and suicide/mental health assessments
- Collaboration and consultation with parents and school staff to develop prevention and intervention strategies for student success
- Facilitation of communication and collaboration with school staff, community professionals, agencies, and families to eliminate barriers to learning
- Promotion of community and school resources available to staff, parents, and students
- Advocacy for students
- Transition support for new students

School Psychologist

The school psychologist:

- Uses decision making process in collaboration with other team members to identify academic and behavior problems
- Assists with development of and implementation of effective interventions that are based upon data collected and the outcomes of selected interventions
- Facilitates communication and collaboration with students, school personnel, community professionals, agencies, families and schools.
- Works to help create healthy learning environments that promote optimal teaching and learning environments
- Helps to develop academic and behavioral goals and to monitor student's progress toward the stated goals
- Incorporates their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes
- May provide direct counseling and indirect interventions through consultation for students with mental health problems that impede academic learning and /or social skills learning
- Helps create linkages between schools, families, and community agencies to ensure coordinated services when multiple agencies or service providers are involved
- Conducts evaluations to help identify unique cognitive, emotional, behavioral and academic strengths and deficiencies

School Social Worker

School social workers provide services in six core service areas: assessments, attendance, truancy, dropout prevention, crisis interventions and services to McKinney-Vento (homeless) students.

The school social worker:

- Provides individual and small-group counseling and behavioral interventions to students.
- Completes social histories for students being referred for evaluation for Exceptional Children (EC) services and continuing to receive EC services.
- Assists teachers, administrators and parents with the development of appropriate educational and intervention plans for students.
- Completes suicide and mental health assessments and link families with appropriate community resources.
- Conducts home visits to assess individual student and family needs, addresses attendance and truancy concerns, and responds to student, family, school and community needs and concerns.
- Links students and families with school-based services and critical community services. Coordinates crisis services for students and families and serves as a liaison between the home, school and community.
- Coordinates and implements truancy intervention programs. Refers students to CMS Legal Department for prosecution as needed.
- Provides case management services and social work services to McKinney-Vento students and their families.
- Collaborates with many community agency partners to respond to a broad range of student and family needs that impact academic achievement and successful adjustment to school.
- Consults and collaborates with school administrators, teachers and school-based teams to assess student needs and develop intervention plans and provide support services to students.

Middle School Philosophy

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 are 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. Depending on the size of the school, there may be more than one team per grade level. 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 who serve the students on the team. The core teachers (literacy, mathematics, social studies and science teachers) meet collaboratively to discuss students' progress, plan teaching units, conduct parent conferences and consider other issues, which affect their students. The "elective" teachers meet 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 team 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 expectations, 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 homework assignments that are carefully structured by teachers and are meaningful to students 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 enhances student achievement, personal student study habits and helps develop a sense of responsibility on the part of the student. The satisfactory completion of homework assignments or lack thereof, is 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 organized 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.

Students and teachers form a core team that works as a collaborative unit. Core teams are allowed the flexibility to move students within the team to accommodate academic needs. These core courses are based upon the Common Core and North Carolina Essential Standards.

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 literacy, 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

Middle school students are 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. Middle school students may also access select courses through the North Carolina Virtual Public School. More detail about this rule can be found in the *Middle School Planning Guide* book (<http://www.cms.k12.nc.us/cmsschools/studentResources/Documents/2012-13%20Middle%20School%20Course%20Planning%20Guide.pdf>). Students who pass these courses in middle school may not repeat these courses for credit in high school. Grades awarded do not impact the high school GPA (grade point average.)

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.

PreK-12 Student Support Services

Intervention Team

Each school in CMS has an intervention team. This multi-disciplinary school team provides educational support to promote individual student success. To most effectively and efficiently address a student's needs, all individuals who may have a part in providing solutions should participate in the problem-solving and planning process.

Parent participation in the intervention team process is essential to the success of the team's work with the student.

Intervention team members include individuals who have:

- Knowledge of the student
- Knowledge of and access to school resources
- Ability to access and leverage community resources
- Knowledge of curriculum and instructional strategies
- Knowledge of developmental stages and issues

Benefits of an effective intervention team include – but are not limited to:

- Providing early identification of barriers to student success and achievement
- Maximizing individual student progress
- Decreasing discipline problems
- Providing a solution-focused collaborative problem solving process

School Counseling

The school counselor:

- Delivers a comprehensive counseling program
- Presents classroom guidance activities that are developmentally appropriate 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
- 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 regarding community resources
- Actively promotes student success; serves as student advocate
- Works collaboratively with staff and parents
- Interprets test results and advises students based on data
- Assists with and responds to student and school before school-related crisis
- Provides preventive and interventive strategies to promote student success
- Fosters a positive school environment
- Facilitates parent/teacher conferences

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 Psychologist

The school psychologist:

- Uses decision making process in collaboration with other team members to identify academic and behavior problems
- Assists with development and implementation of effective interventions that are based upon data collected and the outcomes of selected interventions
- Facilitates communication and collaboration with students, school personnel, community professionals, agencies, families and schools
- Works to help create healthy learning environments that promote optimal teaching and learning environments
- Helps to develop academic and behavioral goals and to monitor student's progress toward the stated goals
- Incorporates their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes
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- Completes social histories for students being referred for evaluation for Exceptional Children (EC) services and continuing to receive EC services
- Assists teachers, administrators and parents with the development of appropriate educational and intervention plans for students

- Completes suicide and mental health assessments and links families with appropriate community resources
- Conducts home visits to assess individual student and family needs, address attendance and truancy concerns, and responds to student, family and school community needs and concerns
- Links students and families with school-based services and critical community services. Coordinates crisis services for students and families and serves as a liaison between the home, school and community.
- Coordinates and implements truancy intervention programs. Refers students to CMS Legal Department for prosecution as needed.
- Provides case management services and social work services to McKinney-Vento students and their families
- Collaborates with many community agency partners to respond to a broad range of student and family needs that impact academic achievement and successful adjustment to school
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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.

Coordinated School Health

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- Comply with health and immunization requirements
- Participate on the School Health Team at your child's school
- Attend Parent University sessions on health and wellness
- Support the Student Wellness Policy (JL, JL-R)
- Volunteer in activities that support healthy nutrition and physical activity

To find out more about the School Health Advisory Visit Coordinated School Health on the CMS website.

Glossary of Middle School Terms

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 literacy, 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 68.

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, literacy, 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

Literacy, 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.

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 that primarily 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

- ▼ Must adhere to all Department of Public Instruction (DPI) and CMS athletic eligibility regulations
- ▼ Must complete and sign all required athletic eligibility participation forms
- ▼ Must provide proof of medical or accident insurance
- ▼ Must pay the participation fee or meet waiver criteria prior to the first contests in each sport season
- ▼ Student-athlete must pass a health screening each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant
- ▼ Must attend a required pre-season meeting at the school prior to the sport season (fall, winter, spring)
- ▼ Student-athletes must sign the Student-Athlete Honor Code
- ▼ Parents of student-athletes must sign the Parent Honor Code
- ▼ Student-athletes and parents must sign the concussion form
- ▼ 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 or on a Saturday or Sunday
- ▼ May only attend summer camps to which the athlete or his/her parents pay the fees.

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 the day of competition for at least one-half of the instructional day in order to participate
- ▼ Must have 85 percent attendance from previous semester (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 Aug. 31 of said school year

8th Grade

- ▼ Must 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 the day of competition for at least one-half of the instructional day in order to participate
- ▼ 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 August 31 of said school year

*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.

Extended Year

- ▼ A student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.
- ▼ Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail". This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will **not** help improve a 2nd semester GPA that is below a 2.0. Credits are awarded for passing these courses. So a credit earned in a credit recovery course **will** count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements.
- ▼ Summer school classes taken outside CMS can help athletic GPA ("2.0 rule"), pass count and promotion if the class is repeated for a failed year course. The summer school class must be approved by the school principal prior to enrolling.

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.



CMS has two methods of anonymous communication to report suspected violations:

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

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** website at www.cms.k12.nc.us or call (980) 343-6980.

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.

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, postsecondary 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 driver 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 extracurricular 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 Services

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. Student Support Services is staffed with school counselors, psychologists, social workers and other support personnel. In the spring of each year, the Counseling Department coordinates a National College Fair for students and families to help them make informed choices about post-secondary opportunities. All middle and high school students and their families are encouraged to attend.

Intervention Team

Each school in CMS has an intervention team. This multi-disciplinary school team provides educational support to promote individual student success. To most effectively and efficiently address a student's needs, all individuals who may have a part in providing solutions should participate in the problem-solving and planning process. Parent participation in the intervention team process is essential to the success of the team's work with the student.

Intervention team members include individuals who have:

- Knowledge of the student
- Knowledge of and access to school resources
- Ability to access and leverage community resources
- Knowledge of curriculum and instructional strategies
- Knowledge of developmental stages and issues

Benefits of an effective intervention team include – but are not limited to:

- Providing early identification of barriers to student success and achievement
- Maximizing individual student progress
- Decreasing discipline problems
- Providing a solution-focused collaborative problem solving process

School Counseling

The school counselor:

- Delivers a comprehensive counseling program
- 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 and scholarship opportunities.
- Counsels students, individually and in groups, on normal developmental issues.
- Serves as liaison and resource for students, school staff and parents regarding community resources.
- Helps students to transition from secondary to post-secondary opportunities.
- Actively promotes student success; serves as student advocate.
- Works collaboratively with staff and parents.
- Interprets test results and advises students based on data.
- Assists with and responds to student and before school-related crises.
- Provides preventive and interventive strategies to promote student success.
- Fosters a positive school environment.
- Facilitates parent/teacher conferences.

School Psychologist

The school psychologist:

- Uses decision making process in collaboration with other team members to identify academic and behavior problems.
- Assists with development of and implementation of effective interventions that are based upon data collected and the outcomes of selected interventions.
- Facilitates communication and collaboration with students, school personnel, community professionals, agencies, families and schools.
- Works to help create healthy learning environments that promote optimal teaching and learning environments.
- Helps to develop academic and behavioral goals and to monitor student's progress toward the stated goals.
- Incorporates their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.
- May provide direct counseling and indirect interventions through consultation for students with mental health problems that impede academic learning and /or social skills learning.
- Helps to connect schools, families, and community agencies to ensure coordinated services when multiple agencies or service providers are involved.
- Conducts evaluations to help identify unique cognitive, emotional, behavioral and academic strengths and deficiencies.

School Social Work

School social workers provide services in six core service areas: assessments, attendance, truancy, dropout prevention, crisis interventions and services to McKinney-Vento (homeless) students.

The school social worker:

- Provides individual and small-group counseling and behavioral interventions to students.
- Completes social histories for students being referred for evaluation for Exceptional Children (EC) services and continuing to receive EC services.
- Assists teachers, administrators and parents with the development of appropriate educational and intervention plans for students.
- Completes suicide and mental health assessments and links families with appropriate community resources.

- Conducts home visits to assess individual student and family needs, addresses attendance and truancy concerns, and responds to student, family, school and community needs and concerns.
- Links students and families with school-based services and critical community services. Coordinates crisis services for students and families and serves as a liaison between the home, school and community.
- Coordinates and implements truancy intervention programs. Refers students to CMS Legal Department for prosecution as needed.
- Provides case management services and social work services to McKinney-Vento students and their families.
- Collaborates with many community agency partners to respond to a broad range of student and family needs that impact academic achievement and successful adjustment to school.
- Consults and collaborates with school administrators, teachers and school-based teams to assess student needs and develop intervention plans and provide support services to students.

Coordinated School Health

Healthy children are better learners! Coordinated school health embraces a ‘whole child’ approach by defining policies, practices and programs that ensure each child, in each school is healthy, safe and supported. It engages all stakeholders - educators, families, policymakers, and community members--to meet physical, the social, emotional and educational needs of students. Parents can help in the following ways:

- Comply with health and immunization requirements
- Participate on the School Health Team at your child’s school
- Attend Parent University sessions on health and wellness
- Support the Student Wellness Policy (JL, JL-R)
- Volunteer in activities that support healthy nutrition and physical activity

To find out more about the School Health Advisory Visit Coordinated School Health on the CMS website.

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 interfere with learning and keep students ‘in class, on task and ready to learn. 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 health resources.
- 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 the Career and Technical Education Department (CTE) is to prepare students for careers in a global economy. CTE programs are designed for broad educational achievement of students, including basic skills, the ability to work independently and as part of a team, think creatively, 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 prepare students for a wide range of career opportunities. CTE and academic courses are combined to maximize educational opportunities for 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 adapt 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 e-Learning Academy and College Experience Program. Academic internship coordinators assist students with hands-on academic and career experiences.

Substance Abuse Intervention

All high schools may have the opportunity to receive substance abuse prevention and/or intervention services by a qualified counselor or consultant who:

- Provides substance prevention, intervention and consultant services to students, parents and staff.
- Assists in identifying possible research-based or evidence-based prevention programs and presentations.
- Screens students who have violated CMS alcohol and drug policies and follows up with parents.
- Consults with parents and staff.
- Provides individual counseling and support groups for students based on availability regarding substance use/abuse issues.
- Offers training for parents and staff.

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 possible resources or suggestions: changes in appearance or friends, isolation from the family, and/or a gradual loss of interest in school grades, sports and family activities.

The substance abuse prevention program also ensures the District’s Positive Options Program is delivered to students and families required to complete the program for violations of the substance abuse policy. This program includes meeting with qualified staff to discuss the student’s level of functioning across several domains, participating in an eight-hour class and reviewing recommendations for possible resources in the community.

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. 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.

Year of First Entry into 9th Grade	Graduating Class	28 Credits (Standard Course of Study)	24 Credits (Future Ready Core)	Local Exit Standards	CMS Graduation Project
2007	2011	√			√
2008	2012	√		√	√
2009	2013		√	√	√
2010	2014		√	√	√
2011	2015		√	√	√
2012	2016		√	√	√
2013	2017		√		√

Specific course requirements can be found in the CMS High School Planning Guide or online at <http://www.cms.k12.nc.us/cmsschools/studentResources/Documents/2012-13%20High%20School%20Course%20Planning%20Guide.pdf>

You are encouraged to contact your school guidance counselor for more information.

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 Attendance and Certificate of Graduation

1. A Certificate of Attendance will be issued to students with disabilities who participate in the North Carolina Extensions of the North Carolina Standard Course of Study (Healthful Living Essential Standards) and are assessed using the Extend I.
2. A Certificate of Graduation will be issued to the following students:
 - a. A student, with or without a disability, who completes CMS graduation requirements (including the CMS Graduation Project) but does not satisfy all NC High School Exit Standards;
 - b. Occupational Course of Study (OCS) students who complete all diploma requirements except the paid employment hours. These students may return to the school to complete the employment

hours and/or attend additional classes to meet their requirements based on their Individual Education Program (IEP) goals; and

- c. A student identified as a “child with a disability” as defined by North Carolina law, who completes all requirements in his/her IEP and earns the number of credits required for his/her particular graduating class. These credits must be earned according to the subject areas in the Healthful Living Essential Standards and do not have to be in specific courses in the subject areas. (See Exhibit IKF-E)

3. These students may participate in graduation exercises.

D. Graduation Project (a local requirement not required for students in the Occupational Course of Study)

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 Promotion Standards

Effective with the 2010-2011 school year, students must meet the following requirements to be promoted from one grade to another.

- a. 9th to 10th Grade
Students must earn six (6) credits during the 9th grade. Credits may be earned in any courses.
- b. 10th to 11th Grade
Students must have earned a cumulative total of 12 credits (which must include English I, English II and Algebra I).
- c. 11th to 12th Grade
Students must have earned a cumulative total of 18 credits.
- d. High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count towards the total number of credits necessary to satisfy graduation requirements.
- e. Until students have satisfied graduation standards in English or math, they must be scheduled to take at least one English and one math course every year.
- f. Students should be promoted only at the end of the first or second semester, upon completing the required courses and credits to be reclassified to the next level.

F. 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 has developed 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 rules set forth in IKAA-R.

C. Advanced Placement and International Baccalaureate Tests

CMS pays at least half of the cost for Advanced Placement and International Baccalaureate tests. Students considered economically disadvantaged are eligible for a fee waiver. Students in these courses are required to take a teacher-made final exam.

(Information on graduation requirements for students entering 9th grade in August 2013 is available online at cms.k12.nc.us)

GRADUATION REQUIREMENTS EXHIBIT CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS CLASSES OF 2013 - 15 (9th Grade Entry years 2009, 2010, 2011)

IKF-E

Course of Study	FUTURE READY CORE PLUS	Occupational
Content Area	Courses	Credits
English	4 Credits English I, II, III, IV (taken in sequence); or Early College English Course sequence	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Algebra I, Geometry, Algebra II & a 4th math aligned with the student's post high school plans; or Alternate Math Sequence (requires principal approval): Algebra I/Geometry or Algebra I/Algebra II plus two other alternative math courses. (See Notes 1, 2 and 3, below)	3 Credits OCS Introduction to Math OCS Algebra I OCS Financial Management
Science	3 Credits An earth/environmental science Biology A physical science	2 Credits OCS Applied Science OCS Biology
Social Studies	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	0 Credit
Health & Physical Education	1 Credit	1 Credit
Electives	8 Credits Four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two additional electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 4, below.)	4 Credits Career/Technical Education
Occupational	0 Credits	8 Credits which consist of: 4 credits of Occupational Preparation 4 credits of Occupational Preparation Lab (300 hours of school based training, 240 hours of community based training, and 360 hours of paid employment)
TOTALS	24 Credits (See Note 5)	24 Credits

Notes

- To meet minimum admission requirements for the UNC University System, a student must: a) Complete a specific math sequence; and b) Have a minimum of two years of credit in the same World Language.
- A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the Zone Superintendent.
- Contingent on approval of the State Board of Education, Algebra I, Geometry, and Algebra II will be replaced with integrated courses Math One, Math Two and Math Three.
- Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
- Students must also complete the CMS Graduation Project.

**GRADUATION REQUIREMENTS EXHIBIT
CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS**

IKF-E

Effective with the CLASS OF 2016 (Beginning with students entering 9th Grade in 2012)

Course of Study	FUTURE READY CORE PLUS	Occupational
Content Area	Courses	Credits
English	4 Credits English I, II, III, IV (taken in sequence); or Early College English Course sequence	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Algebra I, Geometry, Algebra II & a 4th math aligned with the student's post high school plans; or Alternate Math Sequence (requires principal approval): Algebra I/Geometry or Algebra I/Algebra II plus two other alternative math courses. (See Notes 1, 2 and 3, below)	3 Credits OCS Introduction to Math OCS Algebra I OCS Financial Management
Science	3 Credits An earth/environmental science Biology A physical science	2 Credits OCS Applied Science OCS Biology
Social Studies	4 Credits Civics and Economics World History American History I: The Founding Principles and American History II; or AP US History and 1 additional social studies credit (See Note 4, below)	2 Credits Occupational Social Studies I, II
Health & Physical Education	1 Credit	1 Credit
Electives	8 Credits Four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two additional electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 5, below.)	4 Credits Career/Technical Education
Occupational	0 Credits	8 Credits which consist of: 4 credits of Occupational Preparation 4 credits of Occupational Preparation Lab (300 hours of school based training, 240 hours of community based training, and 360 hours of paid employment)
TOTALS	24 Credits (See Note 6)	24 Credits

Notes

- To meet minimum admission requirements for the UNC University System, a student must: a) Complete a specific math sequence; and b) Have a minimum of two years of credit in the same World Language.
- A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the Zone Superintendent.
- Contingent on approval of the State Board of Education, Algebra I, Geometry, and Algebra II will be replaced with integrated courses Math One, Math Two and Math Three.
- The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
- Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
- Students must also complete the CMS Graduation Project.

Adopted: 8/28/12
Revised: 12/11/12

**All high schools offer free workshops through CMS Parent University called
"High School 411 – A Parent's Guide to Navigating through High School."
For more information, contact your high school or call (980) 343-0318.**

Student Vehicle Parking

Policy ECE states that students in grades 11 and 12 are allowed to drive motor vehicles to school under certain regulations approved by the Superintendent. 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 student and 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.**

Driver Education

Driver Education is a state-funded program offered to all eligible students in North Carolina for \$45. CMS is charged with providing this service to all eligible students in Mecklenburg County 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 Student 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 website at <http://www.cms.k12.nc.us/cmsdepartments/ci/fed-stateprograms/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 academic progress toward graduation in school and is not in violation of NCGS 2011(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; is currently enrolled in school and making progress toward obtaining a high school diploma or its equivalent or has passing grades in 70 percent or more of his/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.
4. The DEC is only good for thirty (30) days. Students must be 15 years of age to receive this certificate.

Who Is Not Eligible To Receive A Driving Eligibility Certificate?

Students not making adequate progress or who have dropped out of school.

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 have 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

- ▼ Must adhere to all North Carolina High School Athletic Association (NCHSAA) and CMS athletic eligibility regulations.
- ▼ Must complete and sign all NCHSAA and CMS required athletic eligibility participation forms
- ▼ Must provide proof of medical or accident insurance
- ▼ Must pay the participation fee or meet waiver criteria prior to the first contests in each sport season
- ▼ Student-athlete must pass a health screening each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant
- ▼ Student-athletes must sign the Student-athlete Honor Code
- ▼ Parents of student-athletes must sign the Parent Honor Code
- ▼ Student-athletes and parents must sign the concussion form
- ▼ 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 or on a Sunday
- ▼ May only attend summer camps to which the athlete or his/her parents pay the fees.

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
- ▼ Students enrolled in less than a full load must still meet all academic eligibility requirements including the minimum pass load requirement
- ▼ Shall not participate if he/she becomes 19 years of age on or before Aug. 31 of said school year

***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.*

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 student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.
- ▼ Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail". This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will **not** help to improve a 2nd semester

GPA that is below a 2.0. Credits are awarded for passing these courses. So a credit earned in a credit recovery course **will** count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements..

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.

PLAY FAIR

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

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, you may access the **Charlotte-Mecklenburg Schools Department of Athletics website** at www.cms.k12.nc.us/departments/athletics or call (980) 343-6980.

CMS A/B Day Schedule 2013-14

AUGUST 2013

Monday	Tuesday	Wednesday	Thursday	Friday
26A	27B	28A	29B	30A

SEPTEMBER 2013

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

OCTOBER 2013

Monday	Tuesday	Wednesday	Thursday	Friday
	1B	2A	3B	4A
7B	8A	9B	10A	11B
14A	15B	16A	17B	18A
21B	22A	23B	24A	25B
28A	29 B End of Quarter	30A	31B	

NOVEMBER 2013

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Teacher Workday
4A	5B	6A	7B	8A
11 Holiday	12B	13A	14B	15A
18B	19A	20B	21A	22B
25A	26B	27 Teacher Workday	28 Holiday	29 Holiday

DECEMBER 2013

Monday	Tuesday	Wednesday	Thursday	Friday
2A	3B	4A Progress Reports	5B Progress Reports	6A
9B	10A	11B	12A	13B
16A	17B	18A	19B	20A
23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break
30 Winter Break	31 Winter Break			

JANUARY 2014

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Winter Break	2 Winter Break	3 Winter Break
6B	7A	8B	9A	10B
13A	14B	15A	16B	17A
20 Holiday	21 Teacher Workday	22B End of Quarter	23A	24B
27A	28B	29A	30B	31A

FEBRUARY 2014

Monday	Tuesday	Wednesday	Thursday	Friday
3B	4A	5B	6A	7B
10A	11B	12A	13B	14A
17 Teacher Workday	18 Teacher Workday	19B	20A	21B
24A Progress Reports	25B Progress Reports	26A	27B	28A

MARCH 2014

Monday	Tuesday	Wednesday	Thursday	Friday
3B	4A	5B	6A	7B
10A	11B	12A	13B	14A
17B	18A	19B	20A	21B
24A	25B	26A	27B	28A End of Quarter
31 Teacher Workday				

APRIL 2014

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

MAY 2014

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

JUNE 2013

Monday	Tuesday	Wednesday	Thursday	Friday
2B	3A	4B	5A	6B
9A	10 B End of Quarter			

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

Any school day missed due to severe weather will be added to the next "make-up day" on the CMS academic calendar. As a result, the entire calendar will not be affected. For example, if school is closed on February 1, a "B" day, the make-up day February 18 would be a "B" day to replace it.



CHARLOTTE-MECKLENBURG SCHOOLS 2013-2014 CALENDAR

FIRST DAY OF SCHOOL	August 26, 2013
Labor Day Holiday	September 2, 2013
Teacher Workday	November 1, 2013
Veterans Day Holiday	November 11, 2013
Thanksgiving Break	November 27-29, 2013
Winter Break	December 23, 2013-Jan. 3, 2014
Martin Luther King, Jr. Holiday	January 20, 2014
Teacher Workday	January 21, 2014
Teacher Workday	February 17-18, 2014
Teacher Workday	March 31, 2014
Spring Break	April 14-18, 2014
Memorial Day Holiday	May 26, 2014
LAST DAY OF SCHOOL	June 10, 2014

School will not be in session for students on the holidays, breaks and teacher workdays listed above unless a make-up day is scheduled.

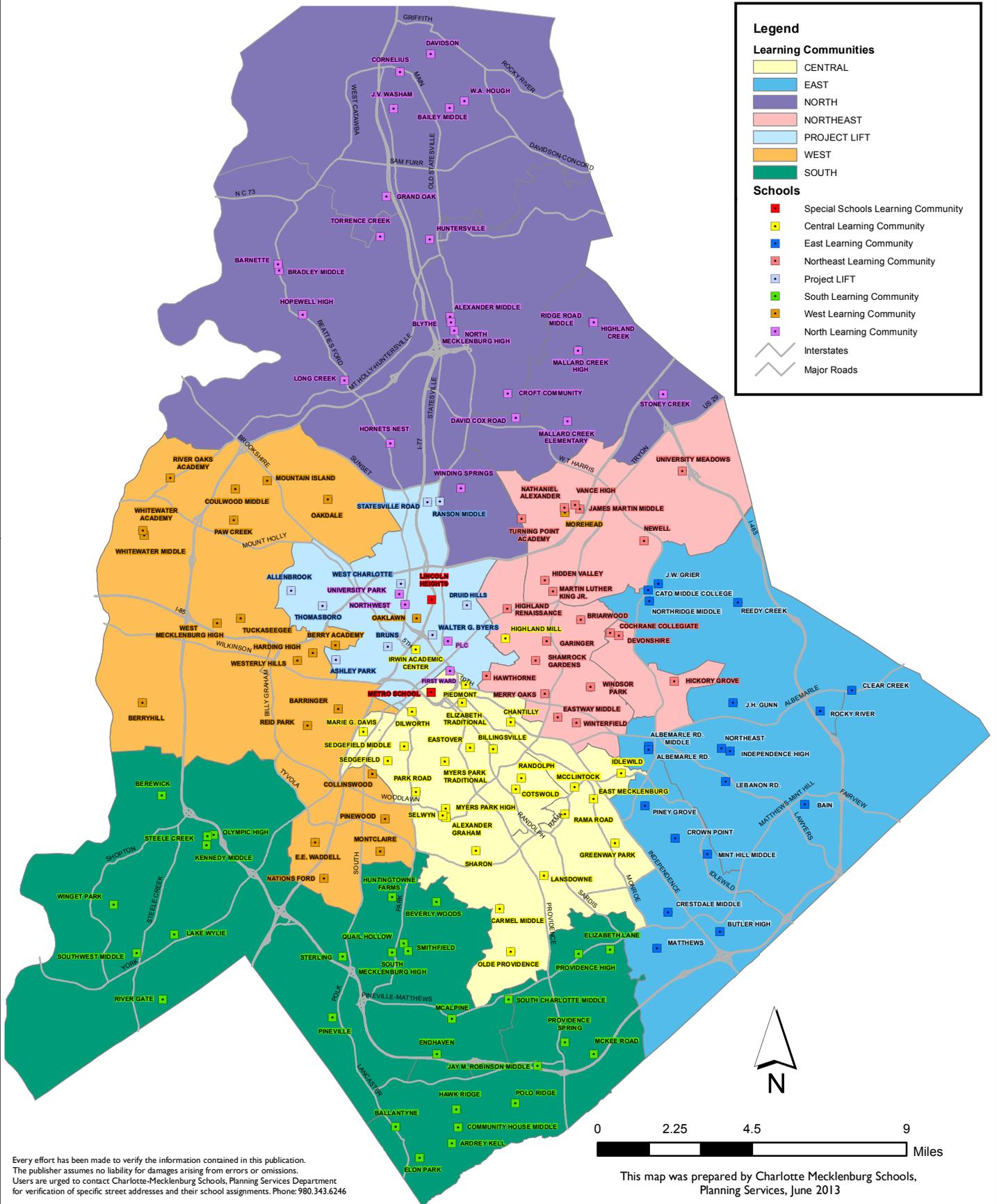
Make-up Days	1. Nov. 27	5. Jan. 3
	2. Jan. 21	6. April 14
	3. Feb. 17	7. April 15
	4. Feb. 18	8. April 16
	4. Mar. 28	8. April 17
	(Days will be used in the order shown.)	

Report Card Dates	Nov. 15
	Feb. 5
	April 11
	June 10 (Elementary)
	June 21 (Secondary)

CHARLOTTE-MECKLENBURG SCHOOLS

ALL SCHOOLS BY LEARNING COMMUNITY

2013-14 SCHOOL YEAR



Every effort has been made to verify the information contained in this publication. The publisher assumes no liability for damages arising from errors or omissions. Users are urged to contact Charlotte-Mecklenburg Schools, Planning Services Department for verification of specific street addresses and their school assignments. Phone: 980.343.6246

This map was prepared by Charlotte Mecklenburg Schools, Planning Services, June 2013



P.O. Box 30035
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www.cms.k12.nc.us

Every Child. Every Day. For a Better Tomorrow.

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 July 11, 2013.