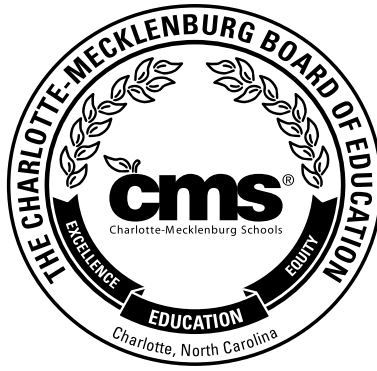




PARENT-STUDENT HANDBOOK

2017-2018



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VISION

Charlotte-Mecklenburg Schools 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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CMS families and friends:

Welcome to the 2017-2018 school year! Thank you for choosing Charlotte-Mecklenburg Schools to serve your family. We consider your choice an honor and we will work to serve you well. We want every student in Charlotte-Mecklenburg Schools to be successful.

The Parent-Student Handbook is a great resource to help you navigate the many program options, activities and events of the school year. The handbook includes information about student assignment, choice options, school breakfast and lunch options, and many of the policies and procedures which will affect your children and young people this year. In addition, there is much more information you can use to make this a successful school year for your family.

Please review the handbook carefully as soon as you can. We know how busy you are but putting this off will put you and your child or children at a disadvantage. After you have read the handbook and if you have any questions, comments or concerns about what you have read, please call or e-mail your student's school principal. He or she will be happy to assist you or get you quickly to someone who can answer your questions or address your concern.

As a community school district, we are committed to helping every student learn and grow each day. We are eager to work with you to ensure your child's safety, academic success and social well-being. We want our schools to be great places for the children and young people of this community.

When it comes to where you choose to get your family's educational services today, we know each family has a variety of options. We thank you for choosing Charlotte-Mecklenburg Schools.

Respectfully,

A handwritten signature in black ink that reads 'Clayton M. Wilcox'. The signature is written in a cursive, slightly slanted style.

Dr. Clayton M. Wilcox
Superintendent

Welcome to Charlotte-Mecklenburg Schools!

Charlotte-Mecklenburg Schools (CMS) has a strong commitment to family and community involvement in schools, and we are excited about the opportunity to serve you and your family this school year. As the school district's primary outreach division, the Community Partnerships and Family Engagement department is responsible for coordinating family support and participation throughout CMS. Our goal is to educate and support the development of the whole child – academically, socially, and emotionally – so every student in CMS can experience success in school and in life. Your participation is crucial in achieving this goal. Studies continue to show that parent involvement is more important for student achievement than income, social standing or a parent's education level.

This handbook is designed to give you an overview of what to expect from your experience in CMS as well as to provide you with the information you will need to ensure that your child has a successful school year.

At CMS, we recognize that learning is a partnership between families and schools. Your input is extremely valuable to us, and we invite you to contact the **Community Partnerships and Family Engagement department at (980) 343-6227** with any questions or recommendations regarding family involvement.

Opportunities to Get Involved In Your Child's School

CMS welcomes and encourages families to become active members in their child's school at all levels. Below are just some of the ways that you can be involved.

Attend School Informational Events

- **Beginners' Day:** Beginners' Day events are hosted in elementary schools in April and May to give students and parents an idea of what to expect when school starts in August. During Beginners' Days, kindergarten teachers and staff members provide parents with the expectations for kindergarten and ways to set routines for children, including reading tips each day, practicing clean-up routines at home with their toys, and setting a regular bedtime. Parents also learn about the requirements for kindergarten, such as immunizations and physicals required before kindergarten entry.
- **Open House:** The purpose of an Open House is for parents and students to get acquainted with their teacher(s), visit classrooms, and get an overview of what students will be learning during the school year.
- **Curriculum Night:** These events provide parents with the opportunity to meet their child's teacher(s), learn about the curriculum, and discuss teacher expectations for the classroom, homework and student participation. Curriculum Nights are usually offered throughout the year by grade level.

Register as a Volunteer

Share your talent, time, and treasure with CMS! Serve as a tutor, mentor, lunch buddy, or visit your child's class to talk about your career or hobbies.

The Community Partnerships and Family Engagement department is responsible for coordinating volunteer programs throughout CMS. The CMS District Volunteer 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 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 also provide proof of insurance and a copy of their driver's license to CMS Police. Parents can register to volunteer online at www.cmsvolunteers.com.

Each school is encouraged to provide quality volunteer experiences that will mutually benefit students and volunteers. Please contact your school and ask for the volunteer coordinator, or contact the **CMS District Volunteer Coordinator at (980) 343-0474** for more information.

Participate in Parent University Workshops

Parent University is a community collaborative led by CMS to help families 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 free, informative content to parents, guardians and caregivers that are aligned to the following four areas:

- **Parenting Awareness** – Workshops in this area explore how you can support your child's academic opportunities as well as challenges your children may face in today's society.
- **Helping Your Child Learn in the 21st Century** – Workshops in this area are designed to empower you to raise confident, educated children ready for the 21st century.
- **Health and Wellness** – These offerings provide information and activities to help families build healthy lifestyles – physically and emotionally.
- **Personal Growth and Development** – These workshops are designed to help you grow personally and professionally so you can become the most effective advocate for your child.

To find out more about Parent University, please contact **(980) 343-0318** or log on to <http://www.engage.cms.k12.nc.us> for an up-to-date listing of course offerings. Workshops are held in the fall from September - November and in the winter/spring from January – April.

Join or Attend School Leadership Teams

One of the most valuable opportunities for parent/family involvement is the School Leadership Team (SLT). The SLT serves in an advisory role by supporting the principal as the school's instructional leader and advising the principal in the areas of planning, management, communication and evaluation.

Additionally, the SLT is also charged with setting the mission and goals at each school and monitoring student achievement. All teams meet once a month and these meetings are open to the public. The School Leadership Team is responsible for writing and overseeing the School Improvement Plan which provides strategies for creating school and student success. Parents are selected by the school's parent body and are appointed to serve on the teams.

Join a Parent Leadership Organization

Each school has a number of committees for parents to help guide and support the school's educational process such as the Parent Teacher Association (PTA), Parent Teacher Student Association (PTSA) and PTO (Parent Teacher Organization). The organizations also support students by helping with activities such as curriculum nights, book fairs, and fundraising events. For information, call your child's school or contact the **Mecklenburg PTA Council at (980) 343-7499 or www.meckpta.org**.

Monitoring Your Child's Academic Progress

CMS offers a variety of tools to inform you about your child's progress in school. We encourage parents to utilize the tools listed below to keep track of your child's progress and to address any issues as they arise.

PowerSchool

PowerSchool is a web-based program that assists parents in tracking their child's progress in school. Parents can see attendance, assignments, grades, disciplinary information and other data from any computer or mobile device with internet access for students in grades 3-12.

If your child is new to CMS, you may obtain security credentials for *PowerSchool* from your child's school. If you are a returning CMS parent, user names and passwords can be created with information sent home by your child's school prior to the start of the school year.

Parents can create their own username and password with the provided Access ID and password for each child. You may also reset your password from within the Parent Toolkit at any time. Log in to the **CMS Parent Toolkit at <http://parents.cms.k12.nc.us/>** to access *PowerSchool*.

Report Cards

All CMS parents will receive report cards documenting their child's academic progress throughout the school year. Most CMS schools distribute report cards quarterly, while traditional elementary schools send out report cards six times per year. Schools will send home progress reports mid-way through each instructional marking period.

Report Card Schedule

Thursday, November 9, 2017
Friday, February 2, 2018
Thursday, April 19, 2018
Friday, June 8, 2018

CMS Ombudsman's Office

The Ombudsman's Office serves to assist parents, families and community members with school-related concerns, issues and questions. Concerns will be received via phone, email, walk-ins (by appointment) and online. Visit the CMS website for contact information and to learn more about this new resource.

Parent-Teacher Conferences

A parent-teacher conference is an opportunity for parents to meet one-on-one with a teacher to discuss the status of their child's academic, social and emotional progress. Some schools provide student-led conferences to enhance student participation. While schools typically host parent-teacher conferences in October and April, parents and guardians may request a conference at any time during the school year. We encourage parents of students in all grade levels to talk with their child's teacher(s) throughout the year.

We encourage you to ask for a conference:

- When you want to share information about your child.
- When you are concerned or want information about your child's academic performance.
- When there are family concerns that affect your child's progress.

In preparation for the conference, make a list of points to ask, share or discuss with the teacher, such as:

- Your child's hobbies, talents, study habits and any sensitive topics that can help the teacher know and understand your child
- An outline of topics to be covered in the course, grade, and/or subject area(s)
- Ways you can work with the teacher(s) to help your child be more successful
- How your child is performing – test scores, homework grades, behavior in class

If your child is having difficulty and your school has contacted you, schedule a conference or telephone conversation 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, we encourage you to 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 as needed.

Project L.I.F.T.

The Project Leadership and Investment For Transformation (L.I.F.T.) 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. The collaborative agreement extends opportunities for flexibility and innovation.

The philanthropic funding focuses on Talent, Time, Technology and community and parent support.

Beacon Initiative

Our district launched the Beacon Initiative in 2015 to increase the academic achievement and graduation rates in 14 of our urban schools. This district initiative will transform culture, instruction and leadership in order to provide sustainable results. CMS has partnered with the University of Virginia to provide key professional development to district and school leaders around four key turnaround levers: leadership, instructional infrastructure, differentiated support and accountability, and talent management.

CMS Structure and School Staff Roles

Learning Communities

Our district has nine learning communities with each having its own learning community superintendent. Organizing our learning communities in this way allows many of our students to be in the same learning community from kindergarten until graduation from high school. Such stability helps students to achieve at high levels and graduate on time.

The learning communities include: North, Northeast, East, Central, South, West, Project Leadership and Investment For Transformation (L.I.F.T.), Leadership Enrichment Achievement Differentiation (L.E.A.D.), and Beacon.

School Contacts

Your child's school has a variety of support resources that are available to you. The most important person to know is your child's classroom teacher. You can contact your child's teacher by writing a note, sending an email, 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, including:

- The **principal** is the lead school administrator. S/he serves as the instructional leader of the school and is responsible for student grade-level placement and overall school operations.
- The **assistant principal** supports the principal as a member of the school's administrative team and often manages different areas such as student discipline, scheduling, transportation and other support services.
- 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 and math facilitators** are trained in special strategies to help students overcome learning challenges in reading and math.
- **English as a Second Language (ESL) teachers** work with students and families whose native language is not English.
- **Speech therapists** help children improve their written and spoken language communication.
- The **school nurse** assists with student health and medical needs.
- The **school psychologist** provides mental health support, consultative services and evaluations for students.
- The **social worker** helps assess various student needs and connects students and families with critical school and community services.
- **School family advocates** provide support and resources to parents and students in most Title I schools.

Every school is supported by a team people with different areas of expertise who are dedicated to ensuring that your child receives a quality education. Additional information regarding the different roles of student support staff is included in this handbook. Please feel free to reach out to the appropriate staff member with any questions or concerns you may have regarding your child's educational experience.

Parent Concerns

Like you, CMS wants the best for your child. We encourage parents to call if they have questions, concerns, or suggestions. If you have a school-related concern, you should seek resolution at the school by first contacting your child's teacher, and then the school principal if needed. If the issue remains unresolved, contact the school's Learning Community Superintendent. Learning Community contact information is provided on the next page.

Other Tips For Student Success

Below are a few additional things that you can do to support your child's academic success.

Visit your child's school regularly

Don't wait for a special occasion! Get to know your child's teacher and principal. Come for lunch. Visit the classroom and media center. Quality learning requires meaningful two-way communication between parents and school staff. Please contact the school's principal to arrange a visit.

Create learning opportunities at home

Did you know that your home can be a classroom too? In addition to learning at school, there are many wonderful opportunities for learning at home and in the community. Offer your child different types of reading materials such as 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 to build vocabulary and develop critical thinking skills. Also, be sure to set aside time each day for your child to do his/her homework and take the time to talk about what your child is learning in school.

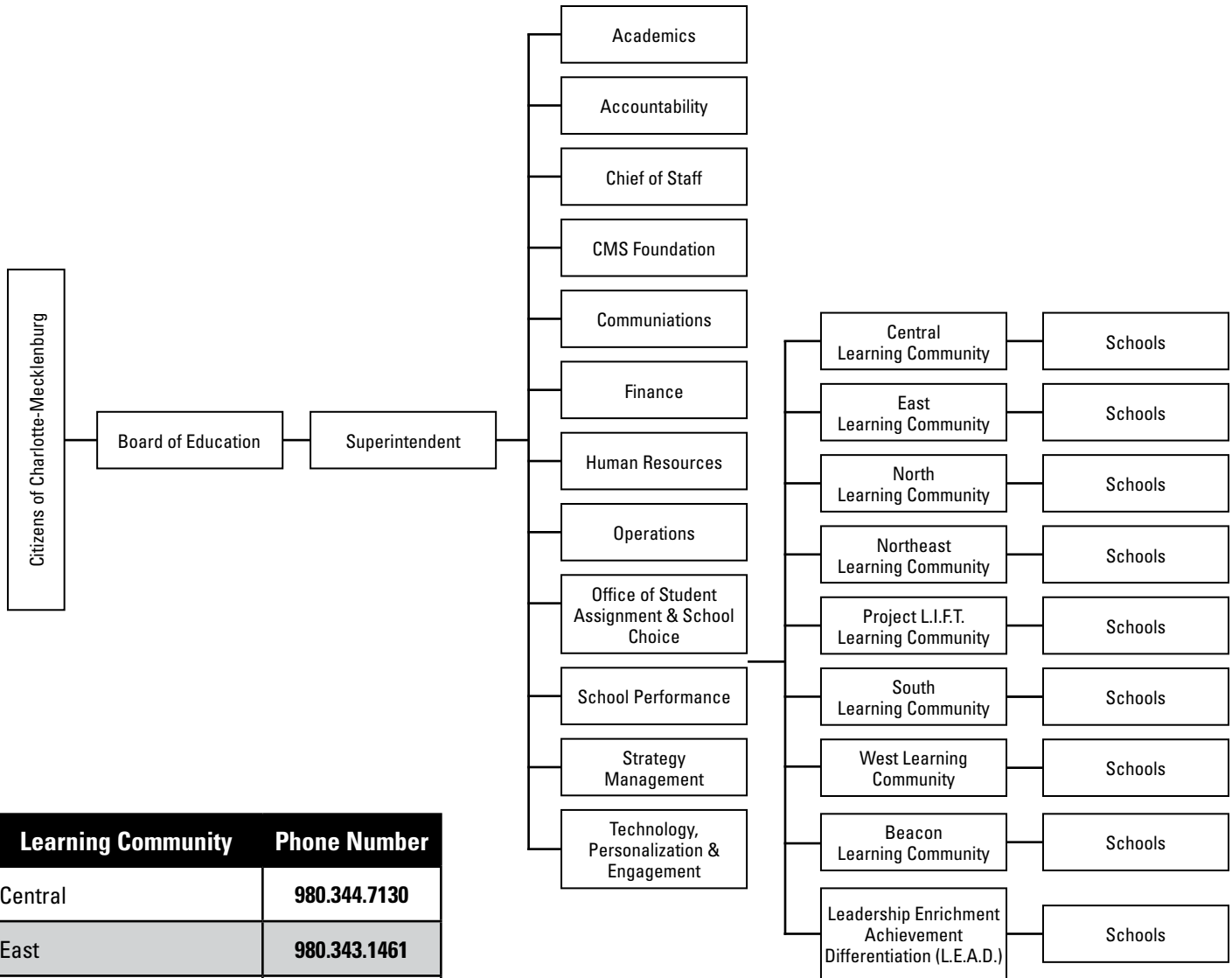
Advocate for your child

Make sure the teacher, principal and school staff are aware of any special needs your child may have. Contact school staff by telephone, email or in person whenever you have a question or concern, and please be sure to keep the school informed of any changes at home.

Have family fun!

Spend a few minutes each day 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. Family time is important!

Charlotte-Mecklenburg Schools 2017-2018 Organization Structure



Learning Community	Phone Number
Central	980.344.7130
East	980.343.1461
North	980.344.7100
Northeast	980.344.7160
Project L.I.F.T.	980.343.0900
South	980.343.1463
West	980.343.2085
Beacon	980.343.0011
Leadership Enrichment Achievement Differentiation (L.E.A.D.)	980.344.7166

CMS and school websites – www.cms.k12.nc.us

The CMS website offers up-to-date information on the latest district news. The site provides daily updates, as well as departmental information, school profiles, testing information, board policies, calendars, bell schedules, weekly school lunch menus and much more. The **About Us** section of the website also offers helpful fact sheets and district information.

In addition to the district website, each CMS school has its own website. Simply click on **Schools** on the CMS website and select the school of interest.

OTHER WAYS TO STAY CONNECTED TO CMS:

CMS Social Media

Find and like us on Facebook at <https://www.facebook.com/CharMeckSchools> or follow us on Twitter @CharMeckSchools.

CMS Mobile App

Download our mobile app by visiting the iTunes or Google Play store from your mobile device, going to bit.ly/cmsapps or using this QR code.



CMS TV

Tune into CMS TV, the primary broadcast source for news and information about CMS. CMS TV can be seen on **Time Warner Cable channel 3**, or on any computer or mobile device through the CMS website. Simply click on the CMS-TV icon on the upper right side of the homepage.

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.
- Announcements about changes in school schedules will be delivered through CMS' parent notification system, social media platforms, mobile App and website. You can also tune into area radio and television stations or call the **Communications Services Office at (980) 343-7450**.
- Do not call schools or the news media. Generally, all CMS 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 through the CMS parent notification system, local radio and television stations and CMS web and social media sites. If school is canceled or dismissed early, CMS will provide information about all activities for students, including CMS after-school activities and After-School Enrichment Programs (ASEP).

If you have questions about CMS, contact the **Communications Office at (980) 343-7450** or visit our website at www.cms.k12.nc.us.

Any required make-up days will occur as determined by the CMS academic calendar. Make-up days are used in the order shown on the calendar. Visit our website and click on **Calendars** (under the Quicklinks section) to access the CMS academic calendar for this school year.

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 Smith Family Center is a family-friendly center that houses the following district offices:

- **Student Placement:** Assists families that need help enrolling with the district. Parents can meet with a specialist to discuss placement options and complete the enrollment process.
Phone: (980) 343-5335
- **English Language Learner Services/International Center:** Enrolls students and administers English language proficiency assessments for students who speak a language other than English and/or are new to the United States. Parents can also receive district and school information and obtain assistance with student immunization requirements.
Phone: (980) 343-0432
- **Magnet Programs:** Assists families by providing information about the district's magnet school opportunities and enrollment process.
Phone: (980) 343-5030
- **Pre-Kindergarten Program:** Provides families with information on the district's Pre-K program and assists with enrollment. Parents who are interested can set up an appointment to review program eligibility and have their child screened for the program.
Phone: English (980) 343-5950; Spanish (980) 343-5138

School-Entry Requirements

Physical Exam/Health Assessments: In compliance with North Carolina law, parents/guardians must submit proof of a health assessment for each student entering public school for the first time by the first day of school entry. The assessment must have been completed within 12 months prior to the date the child would have first been eligible for initial entry into public schools. The health assessment must be completed using the NC Health Assessment Transmittal Form. The form can be found at goo.gl/ZGLjGX.

Immunizations: In compliance with North Carolina law, parents/guardians must present certification of immunizations on or before the first day of school.

Only two types of exemptions are valid to waive immunizations:

- **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:** North Carolina requires the physician to complete a Medical Exemption Statement Form (DHHS 3987) for an immunization exemption to vaccinations. This form is accepted by schools for specified conditions. If only a temporary waiver for an immunization is needed, the physician must provide a signed medical note that includes the reason for the waiver and the length of time/duration required.

Parents/ guardians have 30 calendar days to provide documentation of required health assessment. If documentation is not provided, principals have both the authority and the responsibility to exclude students until proof is presented.

Important Dates

Continuous Learning Schools Only	All Other Schools
First Day of School Monday, July 24th	First Day of School Monday, Aug 28th
30th Day of School Tuesday, Aug 22rd	30th Day of School Tuesday, Sept 26th
Exclusion Day Wednesday, Aug 23rd	Exclusion Day Wednesday, Sept 27th

Immunization Requirements for School Entry

More information on required and recommended immunizations can be found on www.immunize.nc.org

Age/Grade	Number of Doses
Pre-K (Age 3-4 years) <i>Physical exam dated within one year before school entry</i>	Check with your child's health care provider or school nurse if your child does not have the number of doses noted below. 4 DTP/DTaP/DT 3 Polio 1-4 HIB 3 Hep B 1 MMR 1 Varicella
Grade K-2 (Age 4 years and older)	5 DTP/DTaP/DT/Td 4 Polio (4th dose on or after 4th birthday as of 7/1/15) 1-4 HIB (Note: HIB is not required to enter school after the age of 5 yrs.) 3 Hep B 2 MMR 2 Varicella
Grade 3-6	5 DTP/DTaP/DT/Td/Tdap 4 Polio (4th dose on or after 4th birthday as of 7/1/15) 1-4 HIB (Note: HIB is not required to enter school after the age of 5 yrs.) 3 Hep B 2 MMR 1 Varicella
Grade 7-9	5 DTP/DTaP/DT/Td/Tdap 4 Polio 3 Hep B 2 MMR 1 Varicella 1 Tdap 1 Meningococcal
Grade 10-12	5 DTP/DTaP/DT/Td/Tdap 4 Polio 3 Hep B 2 MMR 1 Varicella (if born on or after 4-1-2001) 1 Tdap

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 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. In an effort to help promote academic honesty and encourage their peers to reflect on the value of academic integrity, student leaders developed the following 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 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. Program fees cover 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 2018 are \$115.

Magnet Transportation Information

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

Elementary School Sites

Albemar Road
Nathaniel Alexander
Bain
Ballantyne
Barnette
Barringer Academic Center
Berewick
Beverly Woods
Blythe
Chantilly Montessori
Clear Creek
Collinswood Language Academy**
Cornelius
Cotswold
David Cox Road
Croft Community School
Crown Point
Davidson
Dilworth
Dorothy J. Vaughan Academy of Technology
Druid Hills
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
Hornets Nest
Huntersville
Huntingtowne Farms
Idlewild
Irwin Academic Center
Lake Wylie
Lansdowne
Lawrence Orr
Lebanon Road

Long Creek
Mallard Creek
Matthews
McAlpine
McKee Road
John M. Morehead**
Mountain Island
Myers Park Traditional
Nations Ford
Newell
Oakdale
Oakhurst
Oaklawn Language Academy**
Olde Providence
Park Road Montessori
Parkside
Paw Creek
Pineville
Pinewood
Piney Grove
Polo Ridge
Providence Spring
Rama Road

Reedy Creek
Renaissance West
River Gate
River Oaks Academy
Selwyn
Shamrock Gardens
Sharon
Smithfield
Starmount Academy
Statesville Road
Steele Creek
Stoney Creek
Torrence Creek
Tuckaseegee
University Area
University Meadows
University Park Creative Arts School
E.E. Waddell Language Academy**
J.V. Washam
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)
Bradley (BSEP only)
Collinswood Language Academy**
Community House
Druid Hills Academy*
JM Alexander (BSEP only)
Mint Hill
John M. Morehead**
Oaklawn Language Academy**
Randolph
Ridge Road
Piedmont

A minimum enrollment of 20 families is required by August 15 for all programs to operate.

Key: **Bold** = Before School
*Pre-K-8 schools **K-8 schools

Note: Information on this page is subject to change. Please check the ASEP section on the CMS website for the most current information (<http://www.cms.k12.nc.us/cmsdepartments/asep/>)

Program Fees

There is a \$25 family registration fee; a re-enrollment fee is charged anytime there is a break in service. ASEP's fees for the 2017-2018 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

CMS Employee Discount

CMS employees whose children participate full time in ASEP are eligible for an 5% 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.

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. ((704) 376-6697) can subsidize eligible families. Parents may call the **ASEP Office at (980) 343-5567** for more information.

Attendance

There is strong evidence of a direct correlation between good attendance and student achievement. Parents should stress to their children the importance of attending school regularly. 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 student must attend school for at least half of the day to be counted present. Parents will be contacted by a school representative when their child accumulates 3, 6 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.

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

Parents are encouraged to contact the school when their child is (or will be) absent. The school may also notify parents about the child's absence. Parents can request information from their school office regarding requests for valid educational opportunities.

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.

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

Students are expected to 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 classes the remainder of the day. High schools may use a lock-out program to allow teachers to manage student tardiness. Following this program, 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.

School-Based Truancy Court is a community partnership of 18 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.

Code of Student Conduct

The *CMS Student Rights, Responsibilities and Character Development Handbook* is a comprehensive document that covers the CMS Code of Student Conduct, 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 and return the form to the school. The handbook is made available to all students at the beginning of the year and can also be found online at goo.gl/zjkGcs

Bullying

Bullying and harassment are strictly prohibited in CMS. It is the policy of the Board of Education to maintain learning environments that are free from harassment and bullying (Bullying Policy & Regulation JICK). This 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.

Additional information on bullying can be found in the Student Rights, Responsibilities and Character Development Handbook. Students who feel bullied, harassed or intimidated at school by an adult or another student, or who witness such conduct should report the incident to a school administrator as soon as an incident is known. Students and parents may use the Intimidation, Bullying and/or Threats form in handbook, other means, such as email, text or other reliable method (anonymously or otherwise), to make such a report. Retaliation for making a report is strictly prohibited under the CMS Bullying Policy JICK.

To view the Policy Code: JICK Bullying visit goo.gl/xtMe84

To view the Regulation Code: JICK-R Bullying Prevention visit goo.gl/9U8u9h

Discipline

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, including but not limited to: 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, referral to community agencies, community service,

exclusion from graduation ceremonies or extracurricular activities, suspension from bus privileges and disciplinary reassignment.

In-School Suspension

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 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, or to help the principal maintain an orderly school environment. Principals are required to follow certain steps before suspending a student – which include investigating the situation, providing the opportunity for an informal hearing with the student, 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 or designee.

Under N.C.G.S. §115C-390.10, principals must recommend a 365-day suspension for students who bring firearms or destructive devices on school property.

Discipline for Conduct Occurring Away from CMS Property

The principal may impose discipline, including 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 Charlotte-Mecklenburg Schools Board of Education if a reassignment is imposed.

Expulsion

Under N.C.G.S. §115C-390.11, the Board of Education may, upon recommendation of the 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.

For more information on student behavior and discipline, please refer to the *Student Rights, Responsibilities and Character Development Handbook*.

Section 504 of the Rehabilitation Act of 1973

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Discrimination, as defined in Section 504, is the failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers. Therefore, schools cannot exclude or deny students with disabilities access to facilities, programs, benefits, activities, or services that are provided to students without disabilities. Schools must make sure that all students receive equal access to educational opportunities.

Definition of a “person with disabilities”

The Rehabilitation Act of 1973 defines a person with disabilities as “any person who has a physical or mental impairment that substantially limits one or more major life activities or bodily functions, has a record of such impairment, or is regarded as having an impairment.” Major life activities include, but are not limited to, caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Learning does not have to be the major life activity affected in order for an individual to be eligible for protections and services under Section 504.

Identifying Student Disabilities

Anyone may raise a concern about a student’s unique need for special help. Parents, teachers, and other staff members meet to discuss all relevant information about the student. The parents’ participation in this meeting is critical and helps to establish an accurate picture of the student’s needs. At the meeting, the Section 504 team considers whether the student has a disability that substantially limits a major life activity or bodily functions. If the team needs more information, the team will obtain the parent’s consent to conduct an evaluation. If the team determines that the student has a disability, the team identifies what types of support are appropriate to meet the student’s needs. The accommodations will be described in a document referred to as the Section 504 Student Service Plan.

Section 504 Student Service Plan

A Section 504 plan describes the accommodations that the school provides to support the student’s education. The team that determined the student’s eligibility for Section 504 and identified the needed accommodations will create a service plan to provide clarity and direction to the individuals delivering services or making accommodations. Section 504 Student Service Plans may be updated at any time to reflect changes and recommendations by the team. The plan should be reviewed on at least a yearly basis or as needed when a student’s condition warrants.

Role of Parents

Parents are their child’s first and most important teachers, as well as their advocates. If a parent believes his or her child has a disability or is having problems in school, the child’s teacher should be contacted to discuss these concerns. Building a strong parent/school relationship begins with effective communication. Parents play a key role by providing important information to schools about their child’s needs, particularly for students with disabilities. As an added benefit, this involvement demonstrates the importance the parent places on education.

Role of Teachers

Teachers play an integral role in the development and implementation of a student’s Section 504 Student Service Plan. Teachers attend eligibility and review meetings, implement the needed accommodations, and provide ongoing progress monitoring of the accommodations listed on a student’s plan. A teacher’s ongoing communication with the student’s parent/guardian and school staff ensures that the student’s needs are being met. Teachers are required under Section 504 to make necessary accommodations as specified in the Section 504 Student Service Plan.

Addressing Issues with Student Service Plans

Ongoing communication between parents and teachers will help avoid disagreements related to the student’s accommodation plan. When parents’ or teachers’ concerns are not addressed to their satisfaction, they should contact the school principal or the designated staff member responsible for Section 504. If the plan is not appropriate, it should be revised following the same procedures used to develop the original plan. Because situations change and students’ needs change, flexibility in this process is key to assist everyone meet the students’ needs.

Procedural Safeguards

Procedural safeguards are the procedures schools (and parents) must use in making decisions about services for students with disabilities. School principals should have the procedural safeguards information available for parents upon request.

Under Section 504, parents have the right to:

- receive notice regarding the identification, evaluation, and placement of their child
- receive prior notice when the school is changing or discontinuing services for their child
- review their child’s records
- participate in an impartial hearing and review process with or without representation by counsel

In addition, school districts must provide public notification of the following:

- policies of nondiscrimination
- grievance procedures
- contact information for the district specialist of Section 504 compliance

Student Discipline

While all students are expected to follow classroom and school rules, a student with a disability may need a specialized behavior plan or accommodations to support appropriate behavior during all school activities. Students with disabilities are not exempt from consequences for violations of the code of student conduct. In cases of severe violations of the district's code of student conduct, disciplinary interventions are frequently based on approved school board policies and require specific consequences.

If a student has been suspended for more than 10 days cumulatively during a school year, the student's Section 504 team must convene a meeting to conduct a manifestation determination review (MDR). An MDR is the process for determining if a student's misconduct is related to the student's disability. The Section 504 team must determine if:

1. **the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; OR**
2. **if the conduct in question was the direct result of the LEA's failure to implement the Section 504 Student Service Plan**

If either of these prongs are satisfied, then the conduct was a manifestation of the student's disability and the student must be returned to school immediately. If not, the student may be disciplined in the same manner as his or her non-disabled peers. Revisions to the student's service plan may include strategies and supports, such as conducting a Functional Behavioral Analysis (FBA) and creating a Behavioral Intervention Plan (BIP). These strategies may reduce the likelihood that inappropriate behavior occurs in the future and encourage more socially acceptable behaviors within the school setting. In the event that the school district believes that a student may be eligible under Section 504, an eligibility determination should be made prior to disciplinary action that will result in a change in placement.

Differences between IDEA and Section 504

Both IDEA and Section 504 guarantee students with disabilities access to a free and appropriate public education. However, there are major differences between them, specifically in the criteria used to determine eligibility and the definition of a free and appropriate public education. IDEA provides more specific categories of disabilities such as including hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disabilities.

For a student to receive exceptional children education services under IDEA, the student's educational performance must be adversely affected by the disability and he or she must be in need of special education services (i.e., specially designed instruction). Students with a disability who meet specific IDEA requirements are also protected under Section 504. Finally, IDEA applies only to individuals from birth through age 21.

Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance; however, the definition states that in order to be eligible for a student service plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities or bodily functions." Students ineligible for services

provided under IDEA may be eligible for accommodations under Section 504. Finally, Section 504 covers individuals of all ages.

Contact Information

Parents who believe their child may be eligible under Section 504 should first contact their child's teacher or school Section 504 coordinator.

If parents need further information they may contact the CMS District Section 504 Program Specialist:

Cynthia P. Vines

4421 Stuart Andrew Boulevard, 5th Floor
Charlotte, NC 28205
(980) 343-0589 or
Section 504 Help Desk 980-343-0001
cynthiap.vines@cms.k12.nc.us

Americans with Disabilities Act

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (ADA), The Charlotte-Mecklenburg Board of Education (CMS) 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.

CMS will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in all CMS programs, services, and activities. Individuals with disabilities who require an auxiliary aid or service for effective communication should contact the school or department at which the program takes place. Advance notice of at least 48 hours is requested, but not required.

Service animals for individuals with disabilities are allowed on CMS property, even where pets are generally prohibited.

For ADA matters relating to facilities and/or complaints that a CMS program, service or activity is not accessible, please contact the CMS Americans with Disabilities Act Coordinator:

Beth Hayes

3301 Stafford Drive
Charlotte, NC 28208
(980) 343-6661
beth.hayes@cms.k12.nc.us

Hospital/Homebound Services

A student who is physically unable to attend regular class at school for an extended period of time may qualify for homebound instruction. Homebound instruction is a service provided to allow the student to have access to, and make progress in, their course work. Students must be enrolled in CMS and reside in Mecklenburg County.

Homebound instruction is not meant to replace the education that can be provided through daily attendance at school.

Please contact the **Section 504 Office at 980-343-0001** for additional information on this service.

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) requires CMS to provide a free appropriate public education (FAPE) to children who need special education or related services because of a disability.

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.

Parental Notice (FERPA)

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.

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 (www.dpi.state.nc.us).

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

4421 Stuart Andrew Blvd, Suite 500
Charlotte, NC 28217
(980) 343-6960

For TTY calls, use:

Relay North Carolina

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

This notice is available in alternative formats upon request.

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 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 English Learners and immigrant children and youth to enter 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."

Language Instruction Educational Program (LIEP)

The English as a Second Language (ESL) program seeks to help English learners 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. LIEP 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 LIEP program to support students with English language needs. Participation in LIEP 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 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, please contact:

English Learner (EL) Services Department

4421 Stuart Andrew Blvd., Suite 350

Charlotte, NC 28217

Courier #835A

and

1600 Tyvola Rd.

Charlotte, NC 28210

Courier #670

980-343-0432

980-343-0394 (fax)

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.**

North Carolina is one of 43 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.

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, IV or V 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 2018, 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 Broad 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 School 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 Math I and English II. The goal is to have all students performing at or above grade level (Level III, IV or V). High schools will be measured on ACT results (grade 11 students), WorkKeys and Future Ready Core (Math III) at grade 12 and 4 year cohort graduation rates.

Student Services provides comprehensive support services to assist all students in maximizing academic achievement. Student support services are delivered by intervention team specialists, school counselors, school psychologists, school social workers and substance abuse program counselors.

Parents may contact their child's school for additional information on the student support services offered. **Parents may also contact the CMS Student Services department with questions or concerns at 980-343-2383.**

Multi-Tiered System of Support

Every school in CMS is implementing a Multi-Tiered System of Support (MTSS). MTSS is a tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. North Carolina employs a systems approach, using data-driven problem solving to maximize growth for all students. So what does this mean for you and your student? It just means that ALL students will be provided the instruction they need to make progress towards standards. All students will receive core instruction with instructional and behavioral practices based on the needs of the district and school populations. The school MTSS team will check to make sure the practices are being used effectively. When groups of students or individual students are not making progress, then the school team will review the instruction, the curriculum, and the environment to consider what changes are necessary to meet the needs of the students. Parents are a vital part of this review. Some students will need changes such as a supplemental layer of support in addition to and connected to core instruction. This is called a Tier 2 plan. Again, based on a review of data, a few students will need core, supplemental and intensive layers of support to make growth and progress towards standards. This is known as a Tier 3 plan.

Benefits of a Multi-Tiered System of Support include, but are not limited to:

- Early screening and identification of problems that could impact learning
- Maximizing student achievement through whole-child problem solving. This method is inclusive of parents.
- Steady monitoring of student progress
- Increased communication regarding student progress and achievement

School Counseling

The fundamental role of school counselors is to assist all students in the areas of academic achievement, social emotional learning and career development. Counselors work collaboratively with school staff to foster a positive learning environment and support student growth.

Through a comprehensive counseling program, School Counselors:

- Advise students, parents and staff on topics related to academic success
- Assist students in selecting appropriate courses to support their educational and career goals
- Counsel with students, individually and in groups, on normal developmental issues
- Help students transition from different grade levels and advise them through the college admissions process
- Assist students and parents with attendance and behavioral concerns
- Facilitate parent-teacher communication as necessary
- Serve as liaisons and support to connect students, parents and staff with community resources and opportunities
- Serve as student advocates
- Interpret test results and advise students based on data
- Assist with and respond to students and families in crisis
- Provide prevention and intervention strategies to promote student success

School Psychologists

School psychologists are mental health professionals who specialize in child development, the psychology of learning and behavior, curriculum and instruction, and skills in mental health and educational interventions. School psychologists are licensed by the North Carolina Department of Public Instruction and some may be recognized by the National Association of School Psychologists as Nationally Certified School Psychologists (NCSP).

School Psychologists:

- Use decision-making processes in collaboration with other team members to identify academic and behavior problems
- Assist with development and implementation of effective interventions that are based upon data collected and the outcomes of selected interventions
- Facilitate communication and collaboration with students, school personnel, community professionals, agencies, families and schools
- Work to help create healthy learning environments that promote optimal teaching and learning environments
- Help to develop academic and behavioral goals and to monitor student's progress toward the stated goals
- Incorporate 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
- Help create linkages between schools, families, and community agencies to ensure coordinated services when multiple agencies or service providers are involved
- Conduct evaluations to help identify unique cognitive, emotional, behavioral and academic strengths and deficiencies

School Social Workers

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

School Social Workers:

- Link students and families with school-based services and critical community services
- Provide individual and small-group counseling and behavioral interventions to students
- Complete social histories for students being referred for evaluation for Exceptional Children (EC) services and continuing to receive EC services
- Assist teachers, administrators and parents with the development of appropriate educational and intervention plans for students
- Complete suicide and mental health assessments and link families with appropriate community resources
- Conduct home visits to assess individual student and family needs, address attendance and truancy concerns, and respond to student, family and school community concerns
- Coordinate crisis services for students and families and serve as a liaison between the home, school and community
- Coordinate and implement truancy intervention programs; refer students to CMS Student Services Department for prosecution as needed.
- Provide case management services and social work services to McKinney-Vento students and their families
- Collaborate 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
- Consult and collaborate with school administrators, teachers and school-based teams to assess student needs and develop intervention plans and provide support services to students

Substance Abuse Services

All schools have access to substance abuse prevention and intervention services from a qualified Student Assistance Program counselor who:

- Provides short-term evidence-based substance abuse counseling and substance use disorder screening to eligible students.
- Provides referral services for students and families whose needs are beyond what can be addressed in the school setting.
- Collaborates with schools to promote substance awareness and safety, and school staff member knowledge of current drug trends.
- Assists schools in identifying evidence-based prevention programs and presentations for use with student, staff, and parent groups.
- Consults with parents and staff about individual students with known or suspected substance use challenges.

Parents often wonder where they can receive assistance if they suspect that their child is using marijuana, prescription drugs, alcohol, or other substances. The Student Assistance Program counselors can help you gain access to appropriate supports in school or in the community. Student Assistance Program counselors also work with students and their families when there is a violation of the district's Code of Conduct related to drug and alcohol usage and possession (Rule 28).

The Student Assistance Program does not document anything in the electronic student record, nor is it documented on student transcripts. All Student Assistance Program counselor records are maintained separately for confidentiality purposes.

To reach the Student Assistance Program counselor assigned to your child's school, please call the CMS Mental Health Program Specialist at (980) 344-0414.

School-Based Mental Health Program:

In collaboration with community mental health providers, many CMS schools have therapists available on campus to provide behavioral health counseling to students in need of treatment. A member of the school's student services team must refer students for these services, and parental consent and participation is required. Generally, services are funded by student's medical insurance but limited financial assistance is available.

To inquire about this service, please contact your school counselor or call the CMS Mental Health Program Specialist at (980)344-0414.

McKinney-Vento Program

Overview and Support

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 do not have permanent 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

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

If your child is not in school, or if you have any other questions, you may contact Sonia Jenkins, the CMS McKinney-Vento specialist at **(980) 343-1077**.

The McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by the Every Student Succeeds Act, (ESSA), is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness.

Subtitle B of Title VI of the McKinney-Vento Homeless Assistance 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))
- 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
 - 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
 - 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:

- <http://center.serve.org/hepnc/>

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 School, Whole Community, 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. The ten 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 addresses physical, emotional and social needs to improve student health and reduce risk behaviors.
- **Physical Education and Activity:** Provides a planned, sequential 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.
- **Physical Environment:** Provision of safe environment
- **Social and Emotional Climate:** Focus on positive, supportive learning environment to enhance student engagement
- **Employee Wellness:** Promotes the well being of all school employees who serve as role models for students.
- **Family Engagement:** Families and school staff working together to promote student success and well-being
- **Community Engagement:** Schools working with community partners to enhance the school setting and better the community

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 school climate, enhancing engagement 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 Nursing Services

The Mecklenburg County Public Health (MCPH) School Health Program provides school health nursing services for CMS students. All MCHD school nurses are registered nurses (RNs). School nursing services include, but are not limited to:

- Individual health care needs assessments for students
- Health care plan development, revision and evaluation including Emergency Action Plans, Individual Health Care Plans and health related components of Individual Education Programs and 504 Plans
- Direct provision of nursing health care services
- School staff instruction and supervision in provision of care for students with special health care needs

- Instruction and oversight for medication administration processes in schools
- Emergency and injury care, planning and training
- Support health promotion and wellness initiatives

Chronic Health Problems or Conditions:

Our goal is to keep our students safe, healthy and ready to learn. 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 include diabetes, asthma, allergies, seizures, sickle cell, etc.).

Parents should:

- Notify the school nurse
- Ensure medication administration documentation is provided to the nurse.
- Make sure your child has any emergency medications (rescue inhalers, epinephrine, etc.) available in the health office
- Complete an Action Plan with your child's doctor for Asthma or Diabetes Care 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 medical conditions or health concerns or if you have any questions

Your child should STAY HOME:

- If an oral temperature above 101(student should remain home until fever free for 24 hours)
- If vomiting or diarrhea 2 or more times within 24 hours

Other Health Recommendations

Influenza is a virus spread from infected persons to the nose or throat of another. Influenza can cause fever, sore throat, chills coughs, headache, and muscle aches. A yearly vaccination is available.

Meningococcal disease is a serious illness caused by bacteria. It is an infection of the brain and spinal cord coverings and can cause blood infections. The vaccine for this is required for individuals entering 7th grade or by the age of 12.

Human Papillomavirus (HPV) is a common virus spread through intimate contact. HPV can cause changes in cells (cervical dysplasia) or lead to cervical cancer if untreated. Vaccines are available.

For more information on these and other vaccines go to goo.gl/xb6994, or contact the Mecklenburg County Public Health Dept. at goo.gl/26gi67

Safe Surrender

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.

Contact Information

For more information, visit the Coordinated School Health website at www.cms.k12.nc.us/cmsdepartments/csh or contact the CMS Coordinated School Health Specialist:

Monica Adamian, MPH

4421 Stuart Andrew Blvd, 5th floor
Charlotte, NC 28217
(980) 343-6289
monicas.adamian@cms.k12.nc.us

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: goo.gl/rUQFX4

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. The following five North Carolina essential standards are taught in health education: (1) Mental and Emotional Health, (2) Interpersonal Communications and Relationships, (3) Alcohol, Tobacco, and other Drugs, (4) Personal and Consumer Health, and (5) Nutrition and Physical Activity.

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 (e1,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.

You have the right to opt-out your child's participation in curricula related to: (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education (RHASE).

Prior to RHASE instruction, your child will receive a parent passive consent opt-out form. If you want to review the RHASE curriculum, please contact your child's school or health teacher.

Physical Education

The Physical Education components of the Healthful Living Essential Standards enable all students to gain knowledge and skills about healthful living topics important to their developmental age levels. The four essential standards include motor skill development, application of movement concepts, health-related fitness and personal and social responsibility. 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 measurable outcomes that have been achieved by students.

Wenlet, a tool to analyze and measure student fitness data is used to communicate student fitness test results to parents. The fitness assessment measures the following five health-related physical fitness components: (1) aerobic capacity, (2) body composition, (3) muscular strength, (4) muscular endurance, and (5) flexibility.

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/healthfuliving/resources/policy/healthychildren/sbepolicymanual.pdf>

1. **Structured/unstructured recess and other physical activity** (such as, but not limited to, physical activity time, physical education or intramurals) **shall not be taken away from students as a form of punishment. In addition, severe and/or inappropriate exercise may not be used as a form of punishment for students.**
2. A minimum of 30 minutes of moderate to vigorous physical activity shall be provided by schools for all K-8 students daily. This requirement can be achieved through a regular physical education class and/or through activities such as recess, dance, classroom energizers, or other curriculum based physical education activity programs. However, such use of this time should complement and not substitute for the physical education program.
3. The physical activity required by this section must involve physical exertion of at least a moderate to vigorous intensity level and for a duration sufficient to provide a significant health benefit to students.

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 (CNS) 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)), Twitter (@[cmsnutrition](https://twitter.com/cmsnutrition)) and the CMS website 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 4:30 p.m. at (980) 343-6041 or visit the CNS department page on the CMS website at www.cms.k12.nc.us/cmsdepartments/cns.

The Breakfast Program

Breakfast is offered daily in all schools before the start of the school day at no charge to students. A breakfast consists of: 1) an entrée made with grain and/or meat/meat alternate, 2) milk, and 3) two servings of fruit or juice (limit of one juice per meal). All students will be required to take at a minimum one serving of fruit or juice and two additional items in order to receive the meal at no charge. A breakfast entrée counts as two items. At a minimum, a student must select an entrée and a fruit or they may select two fruits and milk to have the meal count as a breakfast. The maximum amount of food a student can select at no charge is one entrée, one milk, and two servings of fruit or one serving of juice and one serving of fruit. **Only a complete school breakfast is served at no charge. If a student does not select a complete breakfast as outlined above, they will have to pay individually for the items they chose.**

The Lunch Program

Students may select items from each of the following five meal components: 1) meat/meat alternate, 2) grain, 3) vegetable, 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 snacks and beverages as 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 Smart Snacks regulations and are restricted in fat, sugar, sodium, trans fat and calories.

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 or may be obtained from the school's 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 supervises the management of all special nutritional needs. Parents are encouraged to review appropriate food choices from the menu with their child.

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

Community Eligibility Provision Schools (CEP)

CMS is approved to participate in a program called the Community Eligibility Provision (CEP). Schools that participate in the CEP are able to provide healthy breakfasts and lunches each day at no charge for ALL students enrolled in the CEP school. Visit the CMS website to view a list of eligible CEP schools. If your children attend one of the CEP schools they will be included in this program.

- You do **NOT** complete a meal application if **all** of your school-aged children attend a CEP participating CMS school.
- You **DO** have to complete a meal application if you have school-aged children in your household that attend a CMS school that is **not** CEP.
- At the beginning of a new school year or during the school year, if a student moves from a CEP school to a school that is not CEP the parent must complete a meal application within 30 days to be considered for meal benefits. Students will need to have money for meals if an approved meal application is not on file.

An application can be completed online (www.cms.k12.nc.us/cmsdepartments/cns). A paper version of the application can be downloaded from the website and can also be obtained by contacting your child's school or the Child Nutrition Department at (980) 343-6041. Please do not hesitate to contact our office if we can assist you further.

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 reduce priced lunch by visiting our website 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 lunch 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. At the beginning of a new school year, if a student moves from a CEP school to a school that is not CEP the parent must complete a meal application within 30 days to be considered for meal benefits. Students will need to have money for meals if an approved meal application is not on file.

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. The student's 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. High school students are not allowed to go into the negative to purchase any food items. There is a "no charge" policy in high schools.

The parent/guardian is responsible for ensuring their child has an approved application on file. If a letter detailing the status of the 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 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

Child Nutrition Services uses Checkredi to collect funds from checks returned for insufficient funds. Once the check has been returned, Checkredi will resubmit the check electronically (twice if necessary) to your bank. There will be a \$25 charge for returned checks.

Contact Checkredi at **1-866-433-7334** 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.

Purchase Adjustments/30 Day Limit

Child Nutrition Services offers an online service, at no charge, to give parents access to the activity on their child's lunch account. The online service can be accessed daily to check balances and purchases made by students. Parents have the option to make payments through this service, but this is an option and is not required in order to view activity on the account. The parent/guardian has 30 days from the date a purchase is posted to dispute questionable charges to the account. Lunch activity may be obtained by creating an online account at www.paypams.com.

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

This institution is an equal opportunity provider.

To view the complete USDA Non-Discrimination Statement visit this link: goo.gl/9zUxgA

Guidelines for Foods in the Classroom

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. (e.g., 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 or celebrations, 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: 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

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 and the school nurse 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 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 should work in partnership with the parent to develop this plan. Staff 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. A health care plan may be developed to 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 a health plan shall be carried out in a supportive manner that protects student confidentiality. Students may be eligible for protection under a 504 Plan. Parents should consult the 504 coordinator at the school for more information.
 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.

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.

VI. 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.

VII. 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.

STUDENT INTERNET USE AND NETWORK ACCESS, *continued*

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#: _____

STUDENT COSTS (OPTIONAL)

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	\$10.00	\$18.00
24-Hour Coverage	\$43.00	\$74.00

School Pictures

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

Elementary Schools — Individual pictures may be made twice a year; group pictures once 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 picture 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 picture 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 once a year and as include one picture package at no more than \$10 plus tax and no maximum limit for larger package options.. 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 as long as yearbook content is changed.

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 picture packet at no more than \$10 plus tax with no maximum limit for larger package options.

Meal Prices

	Breakfast	Lunch	Milk (1/2 pint)
Pre-K Students	No charge	\$2.00	\$.60
Elementary and Middle School Students	No charge	\$2.25	\$.60
High School Students	No charge	\$2.50	\$.60
Adults	A la carte	A la carte	\$.60

Lunch is \$.40 for students approved for reduce priced meals. Students attending eligible CEP schools receive breakfast and lunch at no charge.

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. High school students are not allowed to go into the negative to purchase any food items. There is a “no charge” policy in high schools.

At the beginning of a new school year or during the school year, if a student moves from a CEP school to a school that is not CEP the parent must complete a meal application within 30 days to be considered for meal benefits. Students will need to have money for meals if an approved meal application is not on file.

Advanced Placement and International Baccalaureate Exams

To provide access and opportunity for all students to participate in Advanced Placement (AP) and International Baccalaureate (IB) courses, the State Board of Education supplies appropriate funds to pay for all AP exams, IB exams and registration fees. Students must be enrolled in the corresponding course to have the exam costs covered. Late registration fees and ancillary fees are not covered for students. Fee waivers for students considered economically disadvantaged must be submitted to the school AP Coordinator or Instructional Accountability Facilitator.

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.

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.

FERPA also permits disclosure of a student’s education records, without parental consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student.

A record of disclosures of the education records will be maintained. A parent may inspect and review that record.

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

Notice for Directory Information

The Family Educational Rights and Privacy Act requires that Charlotte-Mecklenburg Schools, 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 only 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.

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.

CMS Board Policy JRA "Student Records" is available on the CMS website. Parents and eligible students have the right to obtain a copy of this policy.

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.

- 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 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 email, 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 20202-5901

Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination on the basis of gender, race, color, religion, national origin, age or disability, in compliance with federal law. Inquiries regarding compliance with Title IX, which prohibits discrimination on the basis of gender in education programs or activities, may be referred to the district's Title IX coordinator at titleixcoordinator@cms.k12.nc.us or to the Office for Civil Rights, U.S. Department of Education

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:

CMS Title IX Coordinator

Stephanie McKinney, Executive Coordinator
Chris Evans Folk Building
4339 Stuart Andrew Blvd.
Charlotte, NC 28217
980-343-9433

Office for Civil Rights, District of Columbia Office U.S. Department of Education

Post Office Box 14620
Washington, DC 20044 – 4620
(202) 208-2545
OCR.DC@ed.gov

Additional resources, including the District's Title IX grievance procedures, can be found at www.cms.k12.nc.us/titleix

TITLE VI

Purpose

The Federal Title VI 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 VI 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 who 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 VI Student Eligibility Form" (EDForm 506) is required to determine a student's eligibility for Title VI support. You can access this form in the 2017-2018 Student Forms Handbook. Completed forms should be sent to Chiquitha Lloyd, Title VI Indian Education Program director.

For more information on the Title VI program in CMS and supports available, please contact the Title VI Indian Education Program director:

Chiquitha Lloyd

Director of Diversity & Inclusion
Office of the Superintendent
4421 Stuart Andrew Blvd., Suite 100
Charlotte, NC 28217
(980) 343-8637
chiquitha.lloyd@cms.k12.nc.us

NC Law § 115C-391.1.

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 child's 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:

**Director of Safety, Environmental Health
and Risk Management**

(980) 343-5156

Manager of Environmental Health

(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, 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.

To request Advance Notification of Pesticide applications please visit your school or sites IPM contact.

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 has committed that the district will continue to 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.

To access the complete Board policy on environmental stewardship, please visit <http://www.cms.k12.nc.us/boe/Pages/BoardPolicies.aspx>

In 2015-2017, Charlotte-Mecklenburg Schools operated an average of 993 buses that traveled an estimated 102,500 miles each day. Approximately 123,500 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 (additional 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 likely be no closer than .2 mile unless an exception is made because of safety factors.

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/guardians of pre-kindergarten children are responsible for arranging a responsible individual (18 years or older) to wait with their children at the designated bus stop in the morning to see that their children safely board the bus.

Parents/guardians of pre-kindergarten children are responsible for arranging for a responsible individual (18 years or older) to be present at the afternoon bus stop in order to receive their children off the bus.

Parent Responsibilities

- 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 2017-2018. 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.)

It is critical to note that being assigned to and riding a school bus is a privilege, not a right, in the state of North Carolina. Rules and expectations regarding proper student behavior MUST be regarded as highly on and around a school bus as they are on school grounds and in the classroom. In many ways, the bus is a direct extension of the classroom and is still a part of the child's educational day.

School Property

School property is defined as "the physical premises of all school campuses and properties, bus stops, all vehicles under the control of the district, and the premises of all school-sponsored curricular or extra-curricular activities, whether occurring on or away from a school campus." (Policy JKD)

Discipline:

Under General Statute §115C-245, 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.

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.

AIG Identification

In CMS, all second grade students are screened in the fall using the Cognitive Abilities Test (CogAT7) for identification as Academically Intellectually Gifted (AIG). Dependent upon the results from the CogAT7, students may be provided opportunities to complete other forms of assessment to identify as AIG. Students can be identified as AIG in reading and math, math only, or reading only. After 24 months, a student may be re-evaluated if he or she demonstrates advanced academic ability and the school-based committee deems it appropriate.

Elementary TD Catalyst Model

In each CMS elementary school, the Catalyst Model is implemented to meet the needs of AIG and high ability students. This model uses collaboration between classroom teachers, TD Catalyst teachers, facilitators, and administrators to best challenge advanced and gifted students. The goal of the Catalyst Model is to provide students the opportunity to enrich and deepen their academic abilities by providing appropriate instructional methods and curriculum to think critically and problem-solve.

Learning Immersion/ Talent Development Magnets

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 Programs who are identified as AIG are provided continuation to a Middle Years International Baccalaureate Program (IB- MYP) for grades 6-8 based off their home address.

Horizons

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.

Middle School

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.

High School

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.

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.

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.bit.ly/TDAdvSt**

Charlotte-Mecklenburg Schools 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 fee owed will be placed in the student's record and accrue over the students time in CMS.
3. Parents will be required to pick up their student's class schedule from school.
4. Diplomas will be held for students owing fees until delinquent fee is paid
5. A student's participation in non-required field trips will be limited. A student's participation in graduation or promotion ceremonies will be denied.
7. A student's report card may be held as determined by the Principal in accordance with Board Policy IKAB
8. Delinquent fee information for students who withdraw from one school site will be forwarded to the new CMS school site.
9. 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

Policy IJL: Selection of Library Media Center and Supplementary Instructional Materials

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 digital 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.

Policy JICA: Student Dress

Extreme styles in clothing and grooming may be detrimental to the maintenance of discipline, student safety, and morale in school. Student dress or grooming that is substantially and materially disruptive to the learning environment or to student health or safety is prohibited. The Superintendent or his/her designee may establish rules regarding proper dress and grooming that are applicable to all students. Each CMS school shall construct a local dress code and/or uniform policy for their school. The policy shall be established by the principal in consultation with the faculty, local school parent groups and students. The local school dress code or uniform policy shall be as follows: clearly defined, not gender specific, and support school and district objectives.

For rules regarding implementing a student uniform program at a particular school, see Policy JICAA, “School Uniforms.”

PLEASE NOTE: All dress code guidelines apply to regular school days, as well as any special events, such as graduation ceremonies and prom.

Policy JICAA: School Uniforms

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. Additionally, students must have the right to dress in accordance with their gender identity, within the constraints of the school uniform requirements adopted by the school.

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.

Regulation JICAA-R may be accessed online at goo.gl/xbTVdh

EXTENDED DAY PROGRAMS

Charlotte-Mecklenburg Schools is focused 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 be successful and 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), Edgenuity, 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 Tutorial Program at their school.

Elementary students performing at or at risk of performing below grade level will receive additional assistance through the use of an outside tutor or an 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**.

CMS Summer School

Extended Day Programs is responsible for the development and execution of Summer School. The purpose of Summer School is to provide extended learning opportunities for students demonstrating a need for additional academic support. Charlotte Mecklenburg Schools offers several elementary and secondary programs in the summer to prevent the summer learning slide. Transportation and Child Nutrition is provided at no cost to the families.

2017 CMS Summer School Programs

Program Name	Audience
Elementary Programs	
<ul style="list-style-type: none"> ▪ Rising 2nd and 3rd Grade Extended Learning Camp ▪ Rising 4th Grade Read to Achieve Camp 	Eligible Elementary Students
High School Programs	
<ul style="list-style-type: none"> ▪ High School Credit Recovery ▪ Math I and Biology Bonafide Program ▪ Summer Graduation Program ▪ OCS Credit Recovery ▪ EL Intensive Language Camp (Rising 8th-12th Grade EL Students only) 	Eligible 9-12th grade Students

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 90 minutes of instruction per week, with an additional 45-minute science inquiry lab. 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 52 schools, providing access to children in all parts of the country. For more information, contact the **Bright Beginnings Office** at (980) 343-5950 / **Español:** (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 (2 types). Please visit the www.cms.k12.nc.us for details.

A child applying for Pre-Kindergarten in 2017-2018 must be 4 years old on or before Aug. 31, 2017, and must indicate a need for Pre-K 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, 2017, 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 and health assessments or physical exams.

Health Assessments

CMS Board Policy (JLC) and NC law require that all students entering public schools for the first time 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 can be found at goo.gl/ZGLjGX
- 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, which can be found at goo.gl/ZGLjGX.

Read to Achieve

North Carolina legislation pursuant to House Bill 950, requires all students in grade 3 be identified with a reading-retained label 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 outlines components of the NC Read to Achieve Program that is effective with the 2013-2015 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:

- 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
- Accountability measures

Parents are encouraged to contact their child's school for more information on Read to Achieve and other elementary promotion standards.

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 main purpose of homework at the middle school level 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

CMS 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 world 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 allowed high school-level courses taken in the middle school if the courses meet all the 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 (available online at <http://www.cms.k12.nc.us/cmsschools/studentResources/Pages/documents.aspx>). 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.

Grading Scale

Effective with the 2017-2018 school year, all CMS middle and high schools will use a 10-point grading scale:

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: Below 60

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

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.

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)

The vision of CMS Athletics is 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, Girls' Softball, Girls' Volleyball, Golf, Cheerleading

Winter Boys' Basketball, Girls' Basketball, Cheerleading

Spring Baseball, Boys' Soccer, Girls' Soccer, Boys' Track, Girls' 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 once every 395 days by a duly licensed physician, nurse practitioner or physician assistant
- Student-athletes and parents must sign the Student-Parent Honor Code
- Must attend a required preseason meeting at the school prior to the sport season (fall, winter and /or spring)
- 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
- 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

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
- 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.

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, visit the **CMS Department of Athletics** website at www.cmsathleticzone.com 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 Student Forms booklet.

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.

Students who graduate from Charlotte Mecklenburg high schools should be prepared to be productive members of society and to pursue post-secondary educational or employment opportunities. A student must successfully complete all North Carolina and 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.

The following information is based on Charlotte-Mecklenburg Board of Education Policy (IKF) and Regulations (IKF-R). Parents and students are encouraged to read the 2017-2018 High School Planning Guide and contact their school counselor for more information on promotion and graduation requirements.

The High School Planning Guide is available online at goo.gl/PpTTQf

High School Promotion Standards

Students must meet the following requirements to be promoted from one grade to another:

- **9th to 10th grade:** Students must earn six (6) credits during the 9th grade. Credits may be earned in any courses.
- **10th to 11th grade:** Students must have earned a cumulative total of 12 credits (which must include English I, English II and Math I)
- **11th to 12th grade:** Students must have earned a cumulative total of 18 credits

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.

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. Exceptions to this rule must be approved by the principal and Learning Community Superintendent.

Students should be promoted only at the end of first or second semester, upon completing the requisite courses and credits to be reclassified to the next grade level.

Detailed promotion rules are set forth in Regulation IKE-R, "Promotion, Retention and Acceleration of Students."

Graduation Requirements

Determination of Applicable Graduation Requirements and Graduating Class

For purposes of determining graduation requirements, each student is assigned to a graduating class upon first entering ninth grade. In order to graduate from high school, the student must meet the North Carolina and CMS graduation requirements in effect for that 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)	NC Exit Standards: Level III/IV on EOCs	CMS Graduation Project
2008	2012	√	√	√	√
2009	2013		√	√	√
2010	2014		√	√	√
2011	2015		√		√
2012	2016		√		√
2013	2017		√		√
2014	2018		√		√
2015	2019		√		√
2016	2020		√		√
2017	2021		√		√

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, "Course of Study Graduation Requirements."

Exhibit IKF-E has been included in this handbook for your reference.

Certificate of Attendance and Certificate of Graduation

A Certificate of Attendance will be issued to students with disabilities who participate in the North Carolina Extensions of the NCSCOS and are assessed using the Extend I.

A Certificate of Graduation will be issued to the following students:

- 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.
- 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 NCSCOS and do not have to be in specific courses in the subject areas.

These students may participate in graduation exercises.

Graduation Project

Except for students in the Occupational Course of Study, students must complete a CMS Graduation Project comprised of the following four components:

- A **research paper** based on an identified global or community issue that demonstrates research and writing skills
- A **portfolio** that catalogues tasks and showcases skill with related artifacts, records reflective thinking and insights, and demonstrates responsibility for learning
- A **service learning experience/product** that demonstrates the use of knowledge and skills in a meaningful way to accomplish a goal
- An **oral presentation** during which students communicate their project work before a review panel, which may include school staff and/or community members

Parents and students are encouraged to contact the school with questions regarding the Graduation Project requirements. Additional information can be found online at www.cms.k12.nc.us/cmsdepartments/ci/grad-project

Graduation Project details are set forth in Regulation IKF-R, "Graduation Requirements."

Exemption from Local Graduation Requirements

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 students who transfer into CMS in the eleventh or twelfth grades from local graduation credit requirements if the students are unable to meet CMS requirements. Neither the Board nor the Superintendent is permitted to exempt students from North Carolina graduation requirements. *Detailed rules to administer this provision are set forth in Regulation IKF-R.*

Awarding of Credits For Graduation

Unit of Credit

In grades nine through twelve, one unit of credit is allowed for the satisfactory completion of a course that meets the requirements of policies adopted by the State Board of Education. Middle school students will be awarded graduation credits for successful completion of approved high school courses while in middle school.

Specific requirements and procedures for the awarding these credits are set forth in Regulation IKF-R.

End of Course Tests

A student enrolled in a course for which North Carolina has developed an EOC or NC Final Exam 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 NC Final Exam is only one factor.

These tests count for 20% of a student's final course grade. Detailed rules are set forth in Regulation IKAA-R, "Tests and Examinations."

Advanced Placement and International Baccalaureate Tests

A student enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course is expected to take the AP or IB examination offered by the College Board or the International Baccalaureate Organization for that course. Funds provided by the State are used to pay for AP and IB exams (including registration fees). Students must be enrolled in the corresponding course to have the exam costs covered. Late registration and ancillary fees are not covered.

A student who does not take the required AP or IB examination must take a teacher-provided comprehensive examination for the course. The student's grade on the teacher-provided comprehensive examination will count as 20% of his/her final course grade. Detailed rules are set forth in Regulation IKAA-R, "Tests and Examinations."

Grading Scale

Effective with the 2017-2018 school year, all CMS middle and high schools will use a 10-point grading scale:

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: Below 60

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

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS

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 English I, II, III, IV
Mathematics	4 Credits Math I, Math II, Math III & a 4th math aligned with the student's post high school plans; or Alternate Math Sequence (requires principal approval): Math I/Math II plus two other alternative math courses. (See Notes 1, 2, and 3 below)	3 Credits Introduction to Math Math I (See Note 3) Financial Management
Science	3 Credits An earth/environmental science Biology A physical science	2 Credits Applied Science Biology
Social Studies	4 Credits American History, The Founding Principles, Civics and Economics (See Note 4) World History American History I: The Founding Principles and American History II; or AP US History or IB History of the Americas, plus 1 additional social studies credit (See Note 5)	2 Credits American History I American History II
Health & Physical Education	1 Credit	1 Credit
Electives	8 Credits A concentration of 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, is recommended. 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 of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6)	4 Credits Career/Technical Education
Occupational	0 Credits	8 Credits which consist of: Prep I, II, III, IV Prep Lab I, II, III, IV
TOTALS	24 Credits (See Note 7)	24 Credits (See Note 8)

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 Learning Community Superintendent.
- Course titles of Algebra I, Geometry, and Algebra II have changed to Math I, Math II and Math III.
- The course title of Civics and Economics has changed to American History, The Founding Principles, Civics and Economics.
- 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.
- Additional graduation requirements: CMS Graduation Project and CPR certification. CPR certification is required beginning with students entering the 9th grade in 2011.
- Students following the Occupational Course of Study must also complete 300 School-Based Training hours, 240 Community-Based Training hours, and 360 Paid Employment Hours.

Adopted: 8/28/12
Revised: 12/11/12, 1/27/15

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.

Educational Options for High School Dropouts

Adult High School or GED at Central Piedmont Community College (CPCC)

Students who drop out below the age of 18 must be out of school for a minimum of four (4) months before entering the Adult High School Diploma or GED program at Central Piedmont Community College (CPCC). The form titled Parent/Guardian Petition for Release of a Minor Applicant from Charlotte-Mecklenburg Schools to an Alternative Education Program for High School Equivalency or Adult High School is required for enrollment in either program and may be obtained from the CMS high school from which the student is withdrawing. **The telephone number for information concerning the Adult High School Diploma program and CPCC GED program is 704-330-6129.**

If you are 16-18 and interested in a free residential program for the GED, call **Tarheel Challenge** at **704-961-9602** (<http://nc-tcchallenge.org>).

- Program is run by the National Guard for 16-18 year olds
- Residential program is five months
- Located near Clinton and New London, NC
- GED studies offered
- Cannot have a felony conviction

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) 371-6997**.

- 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
- Located at 1811 Sardis Road North, Suite 201

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

Student Vehicle Parking

Policy ECE states that students in grades 10, 11 and 12 are allowed to drive motor vehicles to school under regulations approved by the superintendent. The use of motor vehicles by students on school property is a privilege, which may be limited or revoked by the principal of the school. 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 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 from their school. Student vehicles must be registered through the school's parking process. Please contact the school for specific parking information.

Driver Education

CMS provides Driver Education to all eligible students in Mecklenburg County. 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 contracts licensed commercial driving schools to administer the program. 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 determine 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 will have to make arrangements to finish their training privately through another source at their expense.

Additional information:

For additional information on the Driver Education program, please contact your student's school or visit www.cms.k12.nc.us/cmsdepartments/ci/drivers-ed

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.

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 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.

Students 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.

Students not affected by this legislation

Students who have attained a high school diploma, a GED 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 (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.

Student Ineligibility

Students not making adequate progress or who have dropped out of school are not eligible to receive a DEC.

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).

Hardship Rules

Principals and/or DEC representatives are 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.

Student Eligibility for Hardship

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 requires 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.

Notice Under the Family Education Right to Privacy Act (FERPA)

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.

Student Locker Assignment

Students and parents are required to read the following information and sign the student locker assignment form in the Student Forms booklet.

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.

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		

High School Athletics (Grades 9-12)

The vision of CMS Athletics is 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.

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 once every 395 days by a duly licensed physician, nurse practitioner or physician assistant
- Student-athletes and parents must sign the Student-Parent Honor Code
- Must attend a required preseason meeting at the school prior to the sport season (fall, winter and /or spring)
- 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 (at a minimum) meet the eligibility requirements outlined in this section. Please note that additional requirements may apply.

Requirements for Participations (Grades 9-12)

9th Grade

A student who is promoted from the eighth grade to the ninth grade automatically meets the academic requirements for the first semester. To maintain eligibility, the student:

- Must meet local promotion standards
- 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 for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before August 31 of said school year

10th–12th Grades

- Students in grade 10-12:
- 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 for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before August 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.

Note: Senior student-athletes not enrolled in a full load during a semester must meet minimum load requirements to be eligible to participate in athletics the following semester. (A student-athlete must be enrolled in and pass the minimum load requirement from fall semester to be eligible to compete in a winter and/or spring sport.)

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, visit the **CMS Department of Athletics website** at www.cmsathleticzone.com or call (980) 343-6980.

A/B Day Schedule 2017-2018

	Monday	Tuesday	Wednesday	Thursday	Friday
AUGUST					
	28A	29B	30A	31B	

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

OCTOBER	2A	3B	4A	5B	6A
	9B	10A	11B	12A	13B
	16A	17B	18A Early Release Day	19B	20A
	23B	24A	25B	26A	27B End of Quarter
	30 Teacher Workday	31A			

NOVEMBER			1B	2A	3B
	6A	7B	8A	9B	10 Holiday
	13A	14B	15A	16B	17A
	20B	21A	22 Holiday	23 Holiday	24 Holiday
	27B	28A	29B	30A	

DECEMBER					1B
	4A	5B	6A Early Release Day	7B	8A
	11B	12A	13B	14A	15B
	18A	19B	20 Teacher Workday	21 Teacher Workday	22 Winter Break/ Annual Leave
	25 Winter Break/ Holiday	26 Winter Break/ Holiday	27 Winter Break/ Annual Leave	28 Winter Break/ Annual Leave	29 Winter Break/ Annual Leave

JANUARY	1 Winter Break/ Holiday	2 Winter Break/ Annual Leave	3A	4B	5A
	8B	9A	10B	11A	12B
	15 Holiday	16A	17B	18A	19B End of Quarter
	22 Teacher Workday	23A	24B	25A	26B
	29A	30B	31A		

FEBRUARY				1B	2A
	5B	6A	7B Early Release Day	8A	9B
	12A	13B	14A	15B	16A
	19 Teacher Workday	20B	21A	22B	23A
	26B	27A	28B		

MARCH				1A	2B
	5A	6B	7A	8B	9A
	12B	13A	14B	15A	16B
	19A	20B	21A	22B	23A
	26B	27A	28B End of Quarter	29 Teacher Workday	30 Spring Break/ Holiday

APRIL	2 Spring Break/ Annual Leave	3 Spring Break/ Annual Leave	4 Spring Break/ Annual Leave	5 Spring Break/ Annual Leave	6 Spring Break/ Annual Leave
	9A	10B	11A	12B	13A
	16B	17A	18B Early Release Day	19A	20B
	23A	24B	25A	26B	27A
	30B				

MAY		1A	2B	3A	4B
	7A	8B	9A	10B	11A
	14B	15A	16B	17A	18B
	21A	22B	23A	24B	25A
	28 Holiday	29B	30A	31B	

JUNE					1A
	4B	5A	6B	7A	8B End of Quarter
	11 Teacher Workday	12 Teacher Workday	13	14	15

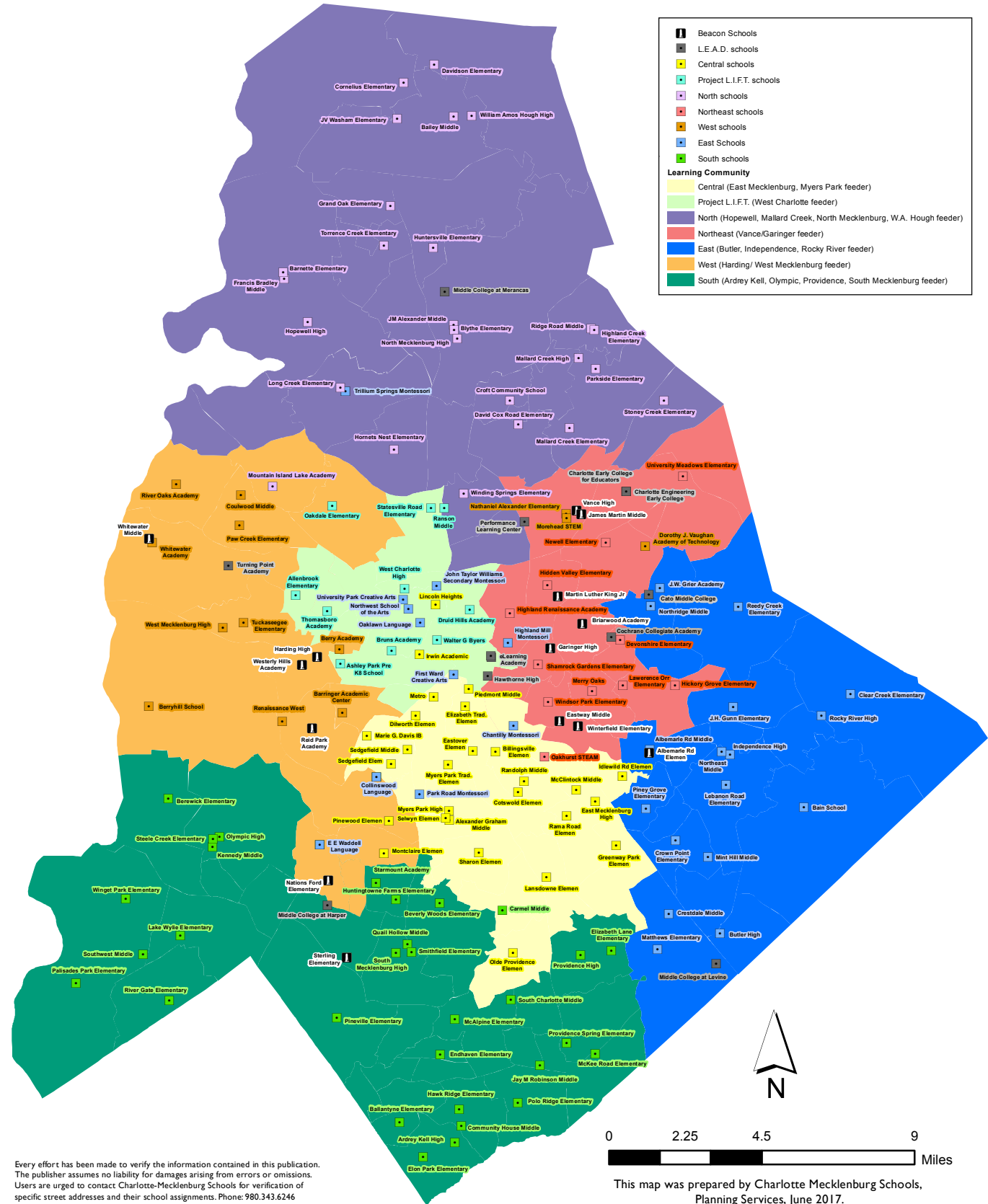
Any school day missed due to severe weather will be added to the next make-up day on the CMS academic calendar. This ensures the entire calendar will not be affected. For example, if school is closed on February 1, a B day, the make-up day, February 19, would be a B day to replace it.

Teacher Workdays	August 16-18, 21-25, 2017
First day of school	August 28, 2017
Labor Day Holiday	September 4, 2017
Teacher Workdays	September 21-22, 2017
Early Release Day	October 18, 2017
Teacher Workday	October 30, 2017
Veterans Day Holiday	November 10, 2017
Thanksgiving Holidays	November 22-24, 2017
Early Release Day	December 6, 2017
Teacher Workdays	December 20-21, 2017
Winter Break	December 22, 2017 - January 2, 2018
Annual Leave Day	December 22, 2017
Holidays	December 25-26, 2017
Annual Leave Days	December 27-29, 2017
Holiday	January 1, 2018
Annual Leave Day	January 2, 2018
Martin Luther King, Jr. Holiday	January 15, 2018
Teacher Workday	January 22, 2018
Early Release Day	February 7, 2018
Teacher Workday	February 19, 2018
Teacher Workday	March 29, 2018
Holiday	March 30, 2018
Spring Break/Annual Leave Days	April 2 - April 6, 2018
Early Release Day	April 18, 2018
Memorial Day Holiday	May 28, 2018
Last day of school	June 8, 2018
Teacher Workdays	June 11-12, 2018

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. December 20	5. March 29
	2. December 21	6. June 11
	3. January 22	7. June 12
	4. February 19	

CHARLOTTE-MECKLENBURG SCHOOLS LEARNING COMMUNITY MAP



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 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 2017.



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Every Child. Every Day. For a Better Tomorrow.

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The information in this Handbook is current as of July 2017