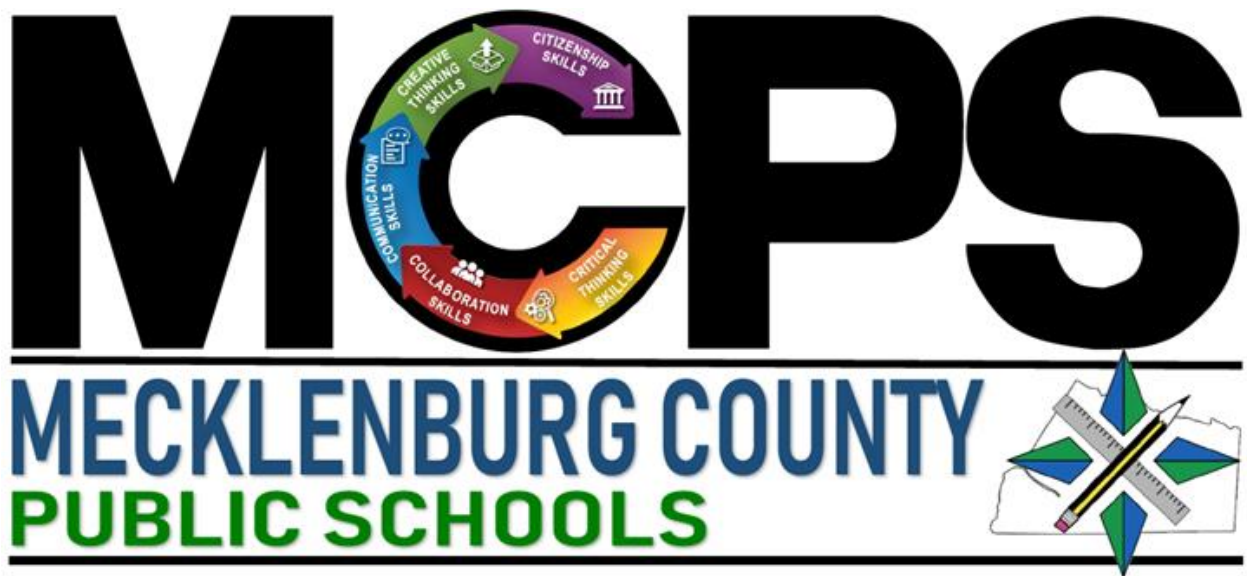


Elementary Handbook and Code of Conduct

2021-2022



The mission of the Mecklenburg County Public Schools Division, in partnership with family and community, is to provide all students with a quality education within a safe environment supporting the development of intellectual growth, effective communication, wellness, and life-long learning in a rapidly-changing society.

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****THE CONTENT IN THIS HANDBOOK IS SUBJECT TO CHANGE DUE TO COVID-19 GUIDELINES.****

SCHOOL BOARD MEMBERS

District 1

Brent Richey

District 2

Gloria Smith

District 3

Wanda Bailey

District 4

Lindell Palmer

District 5

Gavin Honeycutt

District 6

Rob Campbell

District 7

Dora Garner

District 8

Ricky Allgood

District 9

Glenn Edwards

Paul Nichols, **Division Superintendent**

Dear Parents/Guardians,

Mecklenburg County Public Schools (MCPS) is committed to serving each of our students with educational opportunities that will prepare them for success with their future. We are excited about the 2021-2022 school year as we return to a much more normal routine than we experienced in 2020-21 school year due to the COVID pandemic. It will be wonderful to have our students in school each day for direct interaction with our teachers and support staff.

MCPS has been the leader in academic advancement in Southside Virginia. Students in our Middle and High Schools will be fully engaged with the "Profile of the Mecklenburg Graduate." Therefore, they are not only prepared to meet state academic standards, but our graduates will be prepared for the 21st Century Global Workforce. A Mecklenburg graduate will possess key traits of the 5-Cs:

- Critical Thinking-solving complex local and global problems
- Creative Thinking-imagine alternatives through natural curiosity
- Communication-understand and analyze diverse points; speaking persuasively
- Collaboration and leadership-contribute and initiate new ideas; sharing the workload
- Character-foster integrity, honesty, fairness, and respect

In order to be prepared for these expectations in their future careers, the students must have the opportunity to learn these responsibilities in school. This document outlines expectations of cooperation, discipline, respect, appropriate dress, and behavior in school. Your child's teachers and administration will reinforce guidelines as directly reflecting the expectations for future career success. Grades are not given for discipline, dress, tardiness, or absenteeism, but data is kept for future job-seeking availability. Awards can be earned for positive and respectful behavior. There will be fair and appropriate consequences for lack of attention to the expectations outlined in this manual.

Please review with your child this information on expectations for student conduct and attendance. Together we can provide an excellent learning opportunity for every student in our school.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul C. Nichols", written in a cursive style.

Paul C. Nichols, Superintendent
Mecklenburg County Public Schools

School Administrative Directory

Chase City Elementary School

5450 Highway 47, Chase City, VA 23924 (434) 372-4770

*Frederick Taylor, Principal
Lauren Thompson, Assistant Principal*

Clarksville Elementary School

1696 Noblin Farm Road, Clarksville, VA 23927 (434) 374-8668

*Ann Dalton, Principal
Devon Forehand, Assistant Principal*

La Crosse Elementary School

1000 School Circle, La Crosse, VA 23950 (434) 757-7374

*Connie Puckett, Principal
Candace Adcock, Assistant Principal*

South Hill Elementary School

1290 Plank Road, South Hill, VA 23970 (434) 447-8134

*Michele Icenhour, Principal
Melissa Chumney, Assistant Principal
Amanda Shook, Assistant Principal*

DISCLOSURE: The Mecklenburg County School Board does not discriminate on the basis of race, color, national origin, ancestry, sex, gender, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, religion, marital or veteran's status, genetic information, disability, or any classification protected by applicable law in its programs, activities, or employment. The Director of Federal and Special Programs acts as the Compliance Officer as outlined in School Board Policy for the following areas: Title IX, Equal Employment Opportunity/Nondiscrimination, Equal Educational Opportunities/Nondiscrimination, Section 504, Prohibition Against Harassment and Retaliation, and Third Party Complaints Against Employees. The Assistant Superintendent serves as the Alternate Compliance Officer. Both the Compliance Officer and Alternate Compliance Officer may be contacted at the Mecklenburg County Public Schools' Central Office at 175 Mayfield Drive, Boydton, VA 23917, or by calling 434-738-6111.

2021-2022 ELEMENTARY CALENDAR REMINDERS

Interim Report Dates

October 6, 2021
December 14, 2021
March 10, 2022
May 12, 2022

Report Card Dates

November 18, 2021
February 10, 2022
April 14, 2022
June 16, 2022

Parent-Teacher Evenings

November 18, 2021
April 14, 2022

*Parent/Teacher Conferences will be scheduled by appointment and/or by teacher request.

Student Virtual Days:

October 7, 2021
November 18, 2021
December 17, 2021
March 10, 2022
April 14, 2022
April 15, 2022

Holidays

Labor Day	Sept. 3, 2021 and Sept. 6, 2021
Election Day	Nov. 2, 2021
Thanksgiving Break	Nov. 24-26, 2021
Winter Break	Dec. 20-31, 2021
Martin Luther King, Jr.	Jan. 17, 2022
Spring Break	Apr. 18-22, 2022
Memorial Day	May 30, 2022

► MECKLENBURG COUNTY PUBLIC SCHOOLS VISION STATEMENT

To provide a 21st century learning environment that fosters career literacy, academic enhancement, social-emotional growth, and community engagement that prepares students who contribute to the global society.

► PROFILE OF A MECKLENBURG GRADUATE AND THE 5 Cs

In order to meet the twenty first century demands of our current society, it is important to incorporate the 5 C's into daily instruction as frequently as possible. This will encourage students to think critically in order to problem solve and work collaboratively to make positive impacts in whichever field they pursue after graduating from high school. The 5C's are critical thinking, creative thinking, collaboration, communication, and citizenship.

1. Students will develop problem-solving and critical-thinking skills.
2. Students will use natural curiosity and creativity to explore possibilities and take intellectual risks.
3. Students will collaborate with others to contribute and initiate new ideas, to listen and cooperate, and to build trust and provide support.
4. Students will demonstrate effective communication skills and competency in language arts, mathematics, science, and social sciences.
5. Students will develop and demonstrate behaviors that show respect and appreciation for themselves and others to prepare them to become productive citizens.

► STUDENT RESPONSIBILITIES

To be a successful 21st Century future-ready student at Mecklenburg County Public Schools, students are expected

1. To be on time and present at school each day.
2. To have regular classroom attendance and to be prepared to learn.
3. To be responsible for his/her behavior – a student chooses how he/she reacts to different events and situations.
4. To understand that inappropriate/disruptive classroom behavior interferes with teaching and learning.
5. To respect the feelings and rights of others.
6. To refrain from the use of physical force or the threat of physical force.
7. To do what the teacher or adult in the building reasonably requests.
8. To be aware of and follow all school and district rules and procedures.
9. To refrain from using profanity and other offensive language and behavior.
10. To be a student leader.
11. To be an active learner.

► PLEDGE OF ALLEGIANCE

In the spirit of patriotism and respect for the school, community, and nation, students will be given the opportunity to recite the Pledge of Allegiance at the beginning of each school day. While not everyone

may care to participate, it is expected that those who do will be allowed to do so without interference or disruption.

► MOMENT OF SILENCE

The Mecklenburg County School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day. It is important that all students respect this time by remaining seated and quiet during this moment. The moment of silence may be used for any lawful silent activity including personal reflections, prayer, meditation, and/or reading. However, the teacher who is responsible for each class will not influence students in any way to pray or meditate during the moment of silence. Students and employees are prohibited from praying aloud during the moment of silence.

► CHROMEBOOK INITIATIVE

For the 2021-2022 school year, Chromebooks are being issued to students in Grades K-12. Students will be assigned a Chromebook for the school year. Because they are considered as essential as pencils and paper, they will need to be kept at school each day. In the event that MCPS experiences unforeseen school closures due to weather, an emergency, a pandemic, or other cause, students will use their Chromebook to engage in learning remotely. Chromebooks are the property of Mecklenburg County Public Schools, are on loan in accordance with the Chromebook Policies and Procedures as outlined in the Code of Conduct, the District's Acceptable Use Policy, and any applicable laws.

Violations such as searching inappropriate websites and not following specific directions with the use of the Chromebook may result in disciplinary actions and loss of privileges. Abuse of mobile learning devices will result in the parents assuming the cost of repairs. For the MCPS Chromebook Initiative, please refer to the Mobile Responsibility Handbook.

All students and parents are responsible for signing the mobile learning device agreement.

► SCHOOL QUALITY PROFILES

You can access your school's quality profile at the appropriate link below:

Chase City Elementary- <http://schoolquality.virginia.gov/schools/chase-city-elementary>

Clarksville Elementary- <http://schoolquality.virginia.gov/schools/clarksville-elementary>

La Crosse Elementary- <http://schoolquality.virginia.gov/schools/lacrosse-elementary>

South Hill Elementary- <http://schoolquality.virginia.gov/schools/south-hill-elementary>

► CONTENT STANDARDS

The Virginia Department of Education provides the most current details for content areas for all students.

English and Reading

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

Math

http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

Science

http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml

History and Social Science

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

► DIPLOMA REQUIREMENTS

The Virginia Department of Education provides the most current details for high school diploma requirements. This is important information to help guide students towards the most appropriate diploma.

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

► ATTENDANCE POLICY AND PROCEDURES

It is the policy of the Mecklenburg County School Board to do everything possible to encourage all children to attend school with regularity.

It is the legal responsibility of parents and guardians to ensure that students are in regular attendance for the entire school day. **To be counted present, students must be in attendance 3 ½ hours of the instructional day.** Parents or guardians must seek homebound instruction for their children when they are absent for extended periods due to illness. The principal or school counselor will assist them in making necessary arrangements.

An “unexcused” absence is an absence where a student does not have a valid excuse.

1. A student who is absent for any portion of the day requires a note from his/her parent. A maximum of ten (10) parent notes or phone calls will be accepted during the school year. In the event that there have been excessive parent notes (more than 10) already received for absences, a valid note from a physician or other appropriate professional’s office will be required.
2. A written excuse from a parent or guardian should include the date(s) and reason(s) for the absence. Calling the school is acceptable notice or a note can be sent upon the students return to school. A written excuse from a physician's office or other professionals’ office that includes the date(s) and reason(s) for the absences(s) is always acceptable.
3. Students should turn their notes in upon their return to school for it to be counted as excused or within three (3) days of return.
4. The ONLY valid excuses for absences are
 - Illness (if over two days, the school may require a note from the doctor)
 - Court appearance

- Death in the family
 - Religious holidays
 - Extenuating circumstances which are determined by the school administration
 - Prior written notice to the school administrator by the parent/guardian is required for consideration of any other absence/reason.
5. Acceptable reasons for arriving late or leaving early are the same as those for any excused absence.
 6. Suspensions are unexcused absences (but are not included in truancy totals).
 7. Students on suspension(s) will be expected to submit their assignments upon return to school and make arrangements with the teacher within five (5) days after the end of the suspension period to make-up any additional hands-on activities, tests, or other schoolwork.

For a student to be considered as “perfect attendance,” the student should be at school 100% of the time every day. “Not Been Absent” applies to being in school a minimum of 3 ½ hours to be counted present for each school day.

Tardy Procedure

In Mecklenburg County Public Schools, we emphasize the importance of each student being in the classroom on time every school day. Learning the responsibility of getting to class on time is an integral part of MCPS’ standard of excellence, which prepares students for success. Please see below:

Students who arrive at school after 9:00 a.m. must be signed in by a parent or guardian in the main office. Office staff will issue a tardy pass for students to enter the classroom. A record of late arrivals will be maintained by the attendance clerk.

► EXCESSIVE ABSENCES

For any student whose absence exceeds more than ten (10) school days, the principal or designee may require a conference with the parent or legal guardian to discuss the implications for learning and achievement, the consequences of failure to attend, and any corrective actions that need to be made. Further, the principal or designee may require documentation beyond the written excuse (doctor’s note) if more than ten (10) handwritten notes have been sent. On the eleventh (11th) and thirteenth (13th) excused absence, a letter will be mailed to the parents regarding the number of absences, tardies and early dismissals for the student. If a student accumulates more than twenty (20) absences all year long, including days missed because of late enrollment, the student may be retained in their grade.

► TRUANCY PREVENTION PROCEDURE

At Each Absence:

- Phone Call to Parent: documented in SIS

At 3rd Unexcused Absence:

- Phone Call to Parent/ 3 Day Letter Sent

At 5th Unexcused Absence:

- Phone Call to Parent/ 5 Day Letter Sent
- Meeting Scheduled for Parent/Guardian to come in and create TPP. Invite Truancy Officer.
- If school does not hear from the parent within 3 days,

- Complete and sign Truancy Prevention Plan (TPP)

At 6th Unexcused Absence:

- Phone Call to Parent/ 6 Day Letter Sent
- Second Parent/Guardian Conference scheduled
- Truancy Conference Held and Minutes of conference placed in Truancy Record.

At 7th Unexcused Absence:

- Phone Call to Parent/ 7 Day Letter Sent
- Refer to Truancy Officer

► CHECK IN/CHECK OUT PROCEDURE

Student safety is our first priority. In an effort to keep our students safe, to avoid unnecessary disruptions to school-wide activities, as well as classroom instruction, all individuals wishing to check out a student will need to present either a valid Driver's License or picture identification card and must be listed in SIS as a parent, legal guardian, or an approved contact.

► HOMEWORK

Homework is assigned to help reinforce skills covered in class. Exact times for homework completion will vary from student to student but typically should take half an hour for students in Kindergarten and first grades and one hour for students in second, third, fourth, and fifth grades.

► STUDENT AWARDS AND RECOGNITIONS

Academic Gifted and Talented (GATE)

During the school year, students who qualify for the Academic Gifted and Talented program in grades 4 and 5 will spend one day with the GATE resource teacher. Grades K-3 will have a pull-out time once a week. Identified students participate in GATE Art seminars after school in the fall and spring. There is also a seminar available in the summer. All students are screened for GATE in 2nd grade and again in 4th grade. Teachers or parents may also refer a student for testing.

A-B Honor Roll

Each nine weeks, an honor roll list of students in grades 3-5 will be published. To be eligible for A-B honor roll, the student must not earn any grade below a "B" on his or her report card for that particular grading period. This includes grades in all classes and all "S" in conduct.

Principal's List

Each nine weeks, a principal's list of students in grades 1-5 will be published. To be eligible for principal's list, the student must not earn any grade below an "A" on his or her report card for that particular grading period. This includes grades in all classes and all "S" in conduct.

► CODE OF CONDUCT AND BEHAVIOR EXPECTATIONS

The elementary schools in Mecklenburg believe in taking a preventive and positive approach to discipline that creates a safe, supportive, and positive environment where adults respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, meeting students' needs and keeping students in school and learning. For detailed information regarding Student Code of Conduct, please see School Board Policy JFC on our website at www.mcpsweb.org.

► STANDARDS FOR STUDENT CONDUCT

The Mecklenburg County School Board expects a high standard of student conduct in an effort to ensure an atmosphere conducive to teaching and learning, free of disruption and threat to person or property, and supportive of individual rights. Students and staff have a primary responsibility for creating a climate of mutual respect, honesty, and trust in each school in order that the dignity of the individual is protected and the potential of each student may be realized. Our school division has a great emphasis on preparing our students for career pathways into the workforce, college, trade schools, or military. The guidelines in this Student Handbook / Code of Conduct are written to reiterate expectations of our students today, and as they transition after high school. These standards will apply to students while on school property, when at school-sponsored activities, and when going to and returning from school. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the safety of the school or the well-being of students or staff or adversely affects school climate or discipline.

Students are subject to corrective action for any misconduct that occurs:

- in school or on school property;
- on a school vehicle;
- while participating in or attending any school sponsored activity or trip;
- on the way to and from school; and
- off school property, when the acts lead to: (1) notification pursuant to Va. Code 16.1-305.1 or a conviction for an offense listed in Va. Code 16.1-260, (2) a charge that would be a felony if committed by an adult, or (3) disruption of the learning environment.

Parental/Guardian Responsibility and Involvement Requirements

Each parent/guardian of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

Schools will schedule meetings with parents/guardians to develop s student behavior assessment (SBA)/student intervention plans (SIP) to assist those students with multiple behavioral incidents. Upon the failure of the parent/guardian to comply with schools to develop an SBA/SIP, under the provisions of Section G of the Code of Virginia §22.1-279.3, the School Board may, by petition to the Juvenile and Domestic Relations Court, proceed against the parent/guardian for willful and unreasonable refusal to participate in efforts to improve the student's behavior. Students with a history of misbehavior, who have a BSP/BIP in place and continue to misbehave, may have charges filed against them for code of conduct infractions.

Cumulative Nature of Discipline

Certain infractions of school rules or School Board policies by students will carry penalties of cumulative nature. Those policies include those dealing with drugs and alcohol, weapons, and violent disrespect of employees. In these cases, a first offense of a particular type carries a particular penalty. A second or third infraction of a similar type carries more severe penalties. A student's record will accumulate during all of his/her years in a school level; thus, elementary infractions will accumulate through all the student's elementary years; middle school begins a new accumulation, and high school another.

Other infractions are not cumulative for the duration of a student's enrollment in a school. These hold a one-year accumulation only, and the student begins anew each year. However, the principal may, at his/her discretion, declare that any infraction will accumulate beyond a school year (that is, accumulate for the duration of the student's enrollment in the school). In such cases, the parent and student will be notified, in writing, of the cumulative nature of the infraction.

Definitions of Consequences for Student Discipline

MCPS Elementary administrators aim to keep students in the classroom so that learning can continue for each child. When a discipline incident occurs, there may be a need to remove a student from the educational environment, including MCPS transportation. Examples on consequence may include, but are not limited to:

- Time out of classroom
- Parent contact
- Conference with teacher, school counselor, and/or administration
- Denial of bus privileges
- Conference with student
- In-school Suspension
- Out-of-school Suspension

► DISCIPLINE CONSEQUENCES

Disciplinary Action

General Notes:

1. The school board has tried to anticipate possible offenses. Not every possible act of misconduct may be listed. Failure to specify a behavior as an offense does not mean the behavior is acceptable and free from disciplinary action; some offenses may have additional consequences as stated by the Mecklenburg County School Board policy.
2. A student suspended from school may not participate in any school activity from the time of suspension until reinstatement in school, nor may they be on school property.
3. A student placed in ISS may not participate in any extracurricular activities, nor may they be on school grounds after hours until they have finished their ISS assignments. This includes athletics, band, club activities, field trips, practices, games, etc.
4. Every attempt will be made to notify parents/guardians of their son/daughter's misconduct.
5. All discipline offenses will be recorded in the student's scholastic record.

Violation of Law and School board Policy

Violations of law may be handled by referring the case to law enforcement officials in addition to the use of school disciplinary measures. All incidents involving assault; assault and battery; sexual assault; death; stabbing, cutting or wounding; alcohol, marijuana, controlled substances, imitation-controlled substances, anabolic steroids; threats against school personnel; the illegal carrying of a firearm onto school property; any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, or chemical bombs; or any threats or false threats to bomb will result in referral to law enforcement officials in accordance with the Code of Virginia §22.1-279.3:1. The principal or designee also shall notify the parent/guardian of any student involved in such an incident regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice shall relate to only the relevant student's involvement and shall not include information concerning other students.

Prosecution of Juveniles as Adults

The Code of Virginia, §22.1-279.4 states that School Boards shall provide information developed by the office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes.

Section 16.1-228 of the *Code of Virginia* defines a juvenile as “a person less than 18 years of age.” Section 16.1-269.1 of the *Code of Virginia* permits juveniles 14 years of age or older at the time of the alleged offense, to be prosecuted as adults for specific crimes under certain circumstances. Section 16.1-241 of the Code of Virginia provides that for the purpose of transferring a juvenile to Circuit Court for trial as an adult, the child must have been age 14 or older at the time of the offense.

If a juvenile is transferred for prosecution as an adult on any one charge, all other charges of delinquency arising out of the same act will be transferred. (§16.1-269.6 of the *Code of Virginia*)

Once a juvenile is convicted of a crime as an adult in circuit court, all subsequent alleged criminal offenses of whatever nature will be treated as adult offenses and no transfer hearing will be required. (§16.1-269.6 of the *Code of Virginia*)

In the juvenile system, a juvenile is given added protections because of his or her youth. First, records pertaining to the charges and adjudication of delinquency are confidential and may not be available to the public unless the crime was a felony. Second, if the adjudication is for a misdemeanor, the juvenile court record is expunged when the juvenile reaches the age of majority and is considered an adult. Third, a juvenile who is adjudicated delinquent remains in the juvenile system where a judge has discretion in the determination of the punishment of consequences to be imposed. In the juvenile system, the emphasis is on treatment and education.

In contrast, if a juvenile is prosecuted as an adult the issues and information related to the charge and the conviction of a crime are part of the public record. Because the information becomes an adult criminal record, it is not expunged when the juvenile reaches the age of 18. Additionally, the judge does not have the same discretion in sentencing. The judge in circuit court must impose at least the mandatory minimum sentence that is prescribed in sentencing guidelines. The circuit court does have the discretionary power to commit the juvenile to the juvenile system even if prosecuted as an adult.

Disciplinary Authority Under Certain Circumstances

The Discipline Hearing Officer may require any student to attend an alternative education program regardless of where the crime occurred if the student has been:

Charged with an offense relating to Virginia law or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person; found guilty or not innocent of an offense relating to Virginia laws on weapons, alcohol or drugs, or of a crime that resulted in or could have resulted in injury to others, or for which the disposition ordered by a Court is required to be disclosed to the Superintendent pursuant to Va. Code §16.1-305.1; found to have committed a serious offense or repeated offenses in violation of School Board policies; suspended pursuant to Va. Code § 22.1-277.05; or expelled pursuant to Va. Code §§ 22.1-277, 22.1-277.06, 22.1-277.07, or 22.1-277.08.

Vandalism and Property Damage

This is your school! Each student is expected to take pride in keeping the buildings and grounds neat in appearance at all times. Students who destroy or vandalize school property will be required to pay for losses or damages. If a student willfully destroys school property, suspension and possible expulsion will result as well as legal and financial responsibilities. If a student happens to damage something by accident, he/she should report it to a teacher or the office immediately.

Cheating

MCPS believes that every student should be encouraged to be a responsible, trustworthy individual that is capable of excelling to the best of his or her ability. A positive environment conducive to learning is provided, and students are encouraged to seek assistance from parents, teachers, and peers in a supportive way when extra help is needed. Cheating, however, is not acceptable at any MCPS elementary school.

Tobacco Policy

Smoking, vaping, chewing or any other use of any tobacco products by staff, students, and visitors is prohibited on school property. For more information regarding tobacco use, please see the School Board Policy JFCH/GBEC on our website at www.mcpsweb.org.

Bus Transportation

It is the county's goal to transport all children to and from school safely and free from intimidation or fear of harm. All students who ride a school bus are subject to and expected to abide by the laws, rules, and regulations set by the Commonwealth of Virginia and the Mecklenburg County School Board. The driver is in charge of the bus and students who ride the bus. The student must accept the authority of the driver and cooperate with his/her requests. At any time, a parent conference may be required by the principal or his designee before a student can return to the bus. Riding a school bus is a privilege. Abuse of this privilege will not be tolerated.

Bus transportation is a privilege not a right. Parents, guardians, and caretakers of students attending Mecklenburg County Public Schools and utilizing school transportation (school buses or cars) must:

1. Discuss transportation safety rules with their children on a regular basis.
2. Assure their children are *appropriately supervised* the entire time at the bus stop for transportation to school and be present or have arranged for other appropriate supervision upon arrival back to the bus stop at the end of the school day.
3. Have turned in written permission (**no phone calls**) for their child to ride a bus different from their assigned bus prior to **1:30 p.m.** on the day the child is to ride an alternate bus.
4. Communicate bus concerns to building administration. **No conferences at the bus.**
5. Refrain from entering county public transportation vehicles.

The following rules are established in the interest of the welfare and safety of all students who are transported by bus:

1. Students must be and remain at designated bus stops, on the shoulder of the road, out of the line of traffic, until the bus arrives. Playing in the traffic lanes can be fatal.
2. Students are to avoid crowding, pushing, and otherwise disturbing others when entering or leaving the bus.
3. Students who must cross the highway when getting on or off the bus must cross 8 to 10 feet in front of the bus in clear view of the driver.
4. Students must not talk to the driver while the bus is in motion.
5. Students are not allowed to bring bottles, cans, toys, sharp instruments, flowers, or unnecessary objects on the bus at any time. Students may bring projects if it fits in a bookbag or held on student lap.
6. Students may not chew gum, eat, or drink on the bus.
7. Students are not to stand at any time.
8. Students may not get out of their seat and move about the bus while it is in motion.
9. No objects, such as suitcases, band instruments, etc., are allowed on buses unless they are small enough to be held by the student. No items are allowed in the aisle or under the dash at any time.
10. Students are not allowed to get on and off the bus at unscheduled stops. They must get off only at scheduled discharge stops with proper permission.
11. Students shall have no cell phones, beepers, or other electronic devices turned on, in use, or visible on the bus unless approved by the building administrator.

Students are expected to abide by the foregoing rules as written. These rules will be strictly enforced by school principals, the supervisor of transportation, and administrative officials.

Failure of students to abide by these rules may result in suspension of privilege of riding a bus until an assurance of acceptable behavior can be obtained from the students involved and their parents.

School Bus Regulations

All Mecklenburg County School students are required to conduct themselves on school buses in a manner consistent with established standards of classroom behavior as prescribed in School Board Policy JFC - Student Code of Conduct (www.mcpsweb.org). The school principal may suspend or revoke the riding privileges of students and/or take other disciplinary actions for students who are disciplinary problems on the bus. Parents/guardians of children whose behavior and misconduct on school buses violates the Student Code of Conduct or otherwise endangers the health, safety, and welfare of other riders shall be notified that their child/children face the loss of school bus riding privileges and/or other disciplinary actions.

If a student's riding privileges are suspended or revoked, the student's parents/guardians are responsible for seeing that the student gets to and from school safely.

The bus driver is responsible for maintaining the orderly behavior of students on school buses and shall report misconduct to the student's principal and provide a copy of the report to the transportation office.

****All consequences are subject to Principal Discretion based on investigation results and circumstances. ****

<u>Level I Offense</u>	
● Students shall not talk loudly or scream on the bus.	● Students are not permitted to eat or drink on any of the buses
● All students must be seated facing forward with both feet on the floor while the bus is in motion.	● Students <i>shall</i> comply with any oral or written instructions of the bus driver or sub-driver while on the bus.
● Students shall not bet money or other things of value or knowingly play or participate in any game involving such a bet while on the bus.	● Students shall not engage in conduct that is or is not intended to be disruptive to the driver, sub-driver, or another student.
● Students shall not be up out of their assigned seats while the bus is in motion.	● Students shall not argue with another student or bus driver.
<u>Level I Consequences</u>	
First Offense:	Written warning and assigned to a seat on the bus
Second Offense:	1 Day Bus Suspension
Third Offense:	2 Day Bus Suspension
Fourth Offense:	3 Day Bus Suspension
Fifth Offense:	5 Day Bus Suspension and conference is required with parent, bus driver, administrator, and bus supervisor before returning to the bus.

<u>Level II Offenses</u>	
● A student shall not ride another bus after being suspended from any MCPS school bus. Suspension days will be doubled.	● Students shall not hang any body parts or limbs or climb out of the bus windows while the bus is moving or stationary.
● Students shall comply with any oral or written instructions of the bus driver or sub-driver while on the bus.	● No DVD players, video players, or Bluetooth speakers of any kind allowed on buses at any time.
● Students shall not throw objects of any kind at anyone nor shall the student throw any objects out of any school bus window or door.	● Students shall not use written or spoken language, a gesture, or engage in conduct that is vulgar, profane, obscene, or disrupts the bus driver or sub-driver.
● Students Shall not use Tobacco (<i>cigarettes or dip</i>), Vape, Juul, E-Cigarette, etc. per Policy JFCH/GBEC * report to police	● Students shall not shine laser lights of any kind at the bus driver or sub-driver or other students.
● Students shall not use verbal or written threats of any kind against the bus driver or sub-driver.	
<u>Level II Consequences</u>	
First Offense:	1 Day Bus Suspension
Second Offense:	3 Day Bus Suspension
Third Offense:	5 Day Bus Suspension
Fourth Offense:	10 Day Bus Suspension
Fifth Offense:	30 Day Bus Suspension

<u>Level III Offenses</u>		
<ul style="list-style-type: none"> Student shall not engage in pushing, shoving, tripping slapping, biting, choking, kicking, or spitting at another student, bus driver, or sub-driver 	<ul style="list-style-type: none"> Students shall not tamper with Emergency Exits (<i>windows or doors</i>) or equipment while the bus is moving or stopped. 	
<u>Level III Consequences</u>		
First Offense:	Principal's Discretion	
Second Offense:	5 Day Bus Suspension	
Third Offense:	10 Day Bus Suspension	

Additional Level III Offenses

For definitions, see school board policy JFC at www.mcpsweb.org

Bullying/Teasing/Harassment/Intimidation (physical, racial, verbal, sexual)

- First Offense:** 3-5 Days Out of School Suspension
- Second Offense:** Immediate 5 Day Bus Suspension and conference is required with a parent, bus driver, bus supervisor, administrator, and superintendent or designee before returning to the bus. Possible expulsion from transportation services
- Third Offense:** 10 Day Bus Suspension/possible expulsion from transportation services

Fighting

- First Offense:** 3-5 Days Out of School Suspension
- Second Offense:** Immediate 10 Day Bus Suspension and conference is required with a parent, bus driver, administrator, and superintendent or designee before returning to the bus.
- Third Offense:** Immediate 30 Day Bus Suspension or remainder of the year. A conference is required with a parent, bus driver, administrator, bus supervisor, and superintendent or designee.

Vandalism or Destruction of Property

- First Offense:** Immediate 3 Day Bus Suspension. Restitution must be made by the end of the school year.
- Second Offense:** Immediate 5 Day Suspension and conference is required with parent, bus driver, bus supervisor, administrator, and superintendent or designee before returning to the bus. Restitution must be made by the end of the school year.
- Third Offense:** Immediate 10 Day Bus Suspension and conference is required with a parent, bus driver, bus supervisor, administrator, and superintendent or designee before returning to the bus. Restitution must be made by the end of the school year.

<u>Level IV Offenses</u>		
<ul style="list-style-type: none"> Students shall not possess, supply, handle, use or transport a weapon, look alike weapon or any object which may be used as a weapon while on the school bus and being transported to school related activities. 	<ul style="list-style-type: none"> Students shall not possess, supply, handle, use or transport ammunition or look alike ammunition, firearms or look alike firearms while on the school bus and being transported to school related activities. 	
<ul style="list-style-type: none"> Students shall not possess, sell, purchase, distribute, be under the influence, or use drugs or drug paraphernalia (<i>illegal, controlled, or imitation</i>) while on the school bus and being transported to school related activities. <i>Prescription and over the counter drugs are considered the same if being sold or distributed.</i> 	<ul style="list-style-type: none"> Students shall not possess, sell, purchase, distribute, be under the influence, or use alcohol while on the school bus and being transported to school related activities 	
<u>Level IV Consequences</u>		
	Principal's Discretion	
<i>Some Level IV Offenses may be reported to the Sheriff's department</i>		

Additional Level IV Offenses

For definitions, see school board policy JFC at www.mcpsweb.org

Sexual Activity is Prohibited on the bus

First Offense: Principal's Discretion/required conference with a parent and administration

Second Offense: Immediate 10 Day Bus Suspension and conference is required with a parent, bus driver, bus supervisor, administrator, and superintendent or designee before returning to the bus. Possible expulsion from transportation services

Third Offense: Expulsion off Bus for remainder of the school year

Possession or Igniting Explosives Devices, Fireworks (Bomb Threats)

First Offense: Immediate 10 Day Bus Suspension

Second Offense: Immediate 30 Day Bus Suspension and conference is required with a parent, bus driver, bus supervisor, administrator, and superintendent or designee before returning to the bus. Possible expulsion from transportation services

Third Offense: Expulsion off Bus for the remainder of the school year.

Gang Graffiti

First Offense: Immediate 5 Day Bus Suspension

Second Offense: Immediate 10 Day Bus Suspension and conference required with a parent, bus driver, and administrator before returning to the bus.

Third Offense: Immediate 30 Day Bus Suspension and conference required with a parent, bus driver, bus supervisor, and administrator before returning to the bus.

Procedures for Suspension and Expulsion

Suspension for Ten Days or Less

The principal, any assistant principal, or in their absence, any teacher may suspend a pupil for ten school days or less using the following procedures:

- The student shall be informed of the nature and facts of the alleged misconduct.
- The student shall be given an opportunity to explain the circumstances of the alleged misconduct from his or her perspective.
- The student shall be informed of the conditions of the suspension, such as the required conference with the parent/guardian prior to return, prohibition from coming on school property, and prohibition on attending scheduled school activities or school-sponsored events.
- The principal shall execute a letter of suspension stating the condition of the suspension and the date that the student may return to school. Copies of the letter of suspension shall be given to the student, if possible, and mailed to the student's parent/guardian.
- The parent/guardian shall be notified of the right to an appeal and the procedures for appeal.

Emergency Suspension

Any student whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be summarily removed from school immediately. The notice, explanation of facts, and the opportunity to present his or her version required under Suspension for Ten Days or Less shall be given as soon as practicable thereafter.

Suspension in Excess of Ten Days

The Superintendent's designee may suspend a student from school in excess of ten school days after the student and the parent/guardian have been provided written notice of the proposed action, the reason therefore, and the right to a hearing before the Superintendent's designee. The Superintendent's designee shall execute a letter of suspension, stating the condition of the suspension and the date that the student may return to school. In any case in which a student has been suspended by the Superintendent's designee after a hearing, the student and the parent/guardian may appeal the decision to the School Board.

Expulsion

The Superintendent or Superintendent's designee may recommend that a student be expelled. Recommendations for expulsion for actions other than those specified in Va. Code §§ 22.1-277.07 and 22.1-277.08 shall be based on consideration of the following factors:

- nature and seriousness of the violation; degree of danger to the school community;
- student's disciplinary history, including the seriousness and number of previous infractions; appropriateness and availability of alternative education placement or programs;
- student's age and grade level;
- results of any mental health, substance abuse, or special education assessments; student's attendance and academic records; and other matters as deemed appropriate.
- No decision to expel a student shall be reversed on the grounds that these factors were not considered, and these factors may be considered as special circumstances for the purposes of complying with Va. Code §§ 22.1-277.07 and 22.1-277.08.

The principal shall notify the student and the parent/guardian in writing of the following:

- proposed action and the reasons therefore; and
- right of the student and the parent/guardian to a hearing before the Superintendent's designee.

If the Superintendent's designee upholds the recommendation of expulsion, the student shall be suspended until the School Board decides the matter. The Superintendent's designee may impose a lesser sanction. In cases involving weapons as described in Va. Code § 22.1-277.07 or drugs as described in Va. Code § 22.1-277.08, the Superintendent's designee may conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. If a determination is made that another disciplinary action is appropriate, then the Superintendent's designee may implement that disciplinary action so long as it is taken in accordance with procedures related to student discipline in this regulation.

If the Superintendent's designee upholds the principal's recommendation of expulsion, the student and the parent/guardian may request a hearing before the School Board. Such request must be in writing and must be filed with the Superintendent's designee within seven calendar days of the decision to uphold the principal's recommendation. Failure to file a written request within the specified time will constitute a waiver of the right to a hearing before the School Board. In cases where there is no appeal of the recommendation for expulsion, the School Board will act on the recommendation for expulsion in the absence of the parent/guardian and the student. Upon a timely request for a hearing before the School Board, the Superintendent's designee shall notify the student and the parent/guardian of the time and place of the hearing.

School Board Hearing

The procedure for the School Board hearing shall be as follows:

- The School Board shall determine who should be in attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the School Board.
- The School Board may ask for opening statements from the principal, the principal's representative, the Discipline Hearing Officer, and the student or the parent/guardian or representative and, at the discretion of the School Board, may allow closing statements.
- The parties shall then present their evidence. The principal has the ultimate burden of proof and shall present evidence first. Witnesses may be questioned by the School Board members and by the parties (or their representatives). The School Board may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination; provided, however, that the School Board may take testimony of a student witness outside the presence of the student in the discipline case, the parent/guardian or their representative if the School Board determines, at its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence the School Board may deem necessary. The School Board shall be the judge of the relevance of the evidence.
- Exhibits offered by the parties may be received in evidence by the School Board and, when so received, shall be marked and made part of the record.
- The School Board may, by majority vote, uphold, reject, or alter the recommendation.
- The School Board shall transmit its written decision to the student, the parent/guardian, the principal and Superintendent, including the reasons, therefore, the length of the expulsion, the availability of community-based educational programs, alternative education programs or other

educational options. The cost of any community-based educational program, alternative education program, or educational option that is not a part of the educational program offered by the division shall be borne by the parents/guardians.

Procedure for Appealing Out-of-School Suspension for Ten Days or Less as may be established by the School Board in the Notice of Expulsion

A decision to suspend a student may be appealed by the student's parent/guardian. The student should not attend school during the appeal process. Failure to file a written notice of appeal within the prescribed time will constitute a waiver of the right to appeal. A parent/ guardian may appeal a suspension to the principal of the school, and then to the Assistant Superintendent in the following manner.

1. A parent/guardian shall submit a written letter of appeal to the principal of the school within two administrative working days of notification of the suspension. The parent/ guardian should state specifically the reasons for the appeal and consider the following before appealing a suspension:
 - a. whether the facts warrant the suspension,
 - b. if the consequences were appropriate for the behavior, and
 - c. whether school and county procedures were followed.

The principal shall review the suspension, all the evidence, and render a written decision as soon as possible but within three working days.

2. To appeal further, the parent/guardian shall submit written notice to the principal, within two administrative working days of the principal's decision to uphold the suspension, requesting that the principal forward the letter of appeal and all documentation to the Assistant Superintendent. The Assistant Superintendent shall review the information, gather any additional information, or conduct a hearing if necessary, and render a written decision. For suspensions of ten days or less, the decision of the Assistant Superintendent, as the Superintendent's Designee, shall be final.

Procedure for Appealing Out of School Suspension of More Than Ten Days or Change in Placement

The Discipline Hearing Officer may suspend a student from school in excess of ten school days or modify the student's school setting after the student and the parent/guardian have been provided written notice by the principal of the proposed action, the reason thereof, and the right to a hearing. A decision which alters a student's school setting or extends out of school suspension may be appealed by the student's parent/guardian. An appeal of a suspension shall not hold the suspension in abeyance. A parent/guardian may appeal a suspension in excess of ten days to the School Board in the following manner:

1. When a student has been suspended more than ten days or whose school setting has been altered by the Discipline Hearing Officer, the student and the parent/guardian may appeal that decision to the School Board. Such an appeal must be in writing and must be filed within seven calendar days of the decision to suspend in excess of ten days. The parent/guardian should state specifically the reasons for the appeal and consider the following before appealing a suspension:
 - a. whether the facts warrant the suspension,
 - b. if the consequences were appropriate for the behavior, and
 - c. whether school and county procedures were followed.

Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal.

2. The School Board shall, within 30 calendar days of the decision to suspend in excess of ten days, conduct a review of the record and render a written decision.

Procedure for Imposing and Appealing Out-of-School Exclusions

Any student who has been suspended for more than 30 days or expelled by a public or private school in or outside of Virginia, or for whom admission to a private school has been withdrawn may be excluded from attendance from Mecklenburg County Public Schools upon written notice to the student and the parent/guardian setting forth the reasons therefore and the opportunity for a hearing before the Superintendent's designee. The decision of the Superintendent's designee shall be final unless altered by the School Board, upon a written petition filed with the Superintendent's designee by the student or the parent/guardian within five (5) days of the decision of the Superintendent's designee to exclude. Upon a timely petition, the School Board shall review the matter on the record.

- In the case of a suspension of more than 30 days, the term of the exclusion may not exceed the duration of such suspension.
- In excluding any expelled student from school attendance, the School Board may accept or waive any or all of any conditions for readmission imposed upon the student by the expelling school board. The School Board shall not impose additional conditions for readmission to school.

Upon the expiration of the exclusion period for expulsion or withdrawal of admission, a period that shall be established by the Superintendent's designee, the student may again petition the School Board for admission. If the School Board again rejects the petition for admission, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which the student may petition the School Board again for admission.

Discipline of Students with Disabilities or Students in the Comprehensive Study Referral Process

A. Definition

For purposes of this regulation, a student will be considered disabled if identified as disabled by the Eligibility Committee and not subsequently terminated from the special education program or if, prior to the date on which the misconduct occurs, there is a reason to suspect a disability.

B. Short-Term Suspension

A student with disabilities may be suspended out of school for ten (10) days or less at a time in accordance with regular suspension procedures. The imposition of any additional short-term suspension after the first ten (10) days cumulative in a school year must be reviewed to determine whether it will result in a change in placement. If it is found to result in a change in placement, then the discipline procedures for a suspension of greater than ten (10) days must be followed.

The principal is to keep a tally of the total number of days of suspension received by each disabled student. When a student has accumulated more than ten (10) days of suspension in any single school year, requiring a manifestation determination review, functional behavior assessment, behavior intervention plan, reevaluation, and procedural protections. A student with a disability may be removed from the student's current educational setting for a period of time that cumulatively exceeds ten (10) school days in a school year for separate incidents of misconduct as long as the removals do not constitute a pattern. Isolated short-term suspensions for unrelated instances of misconduct may not be considered a pattern. Factors to consider in determining whether a change in placement has occurred are the length of each suspension, the proximity of the suspensions, and the total number of days suspended in a single year. If it is determined that this suspension would result in a change in placement, then the procedures in Section C for Long-term Suspension and Expulsion must be

followed. In any case, once suspensions have totaled ten (10) days in a single school year, the administrator of special education in the school shall convene an IEP committee meeting to develop a functional behavioral assessment plan, create a behavior intervention plan, and determine if any modifications in the special education program or updated evaluations are required.

Customary procedures for notice of:

1. Evaluation and IEP meetings, including procedural safeguards, must be followed.
2. Suspension from the bus may count as a day of suspension if the student does not receive the services specified in the IEP during the suspension.
3. In-school suspensions may count as a day of suspension if the student is not allowed the opportunity to continue progress in the general curriculum, receive the IEP services, or participate with non-disabled students to the same extent.

C. Long-Term Suspension and Expulsion

If it is proposed that a student with a disability be expelled or receive a single suspension of more than ten (10) days at a time, the following procedures must be followed in addition to the regular suspension and expulsion procedures:

The principal shall notify the Superintendent's designee immediately of the proposed disciplinary action.

Because long-term suspensions and expulsions are a change in placement, notice of the contemplated disciplinary recommendation, the reasons for the disciplinary action, and notice of procedural safeguards must be given to the parent/guardian the same day as the recommendation for discipline is made. The notice will be considered as given if mailed first class postage prepaid on the date the recommendation for discipline is made. The Principal or his/her designee is responsible for seeing that these notices are given.

A functional behavior assessment plan must be developed at an IEP meeting held within ten (10) business days of the recommendation for discipline. A behavior intervention plan is developed or reviewed as soon as practicable after the completion of the functional behavior assessment. If an evaluation is required to conduct the functional behavior assessment, written permission from the parent/guardian will be required. The timeline for concluding the functional behavior assessment should be established during the IEP meeting.

The Manifestation Review Committee composed of the members of the IEP Committee and other qualified individuals must be convened within ten (10) school days of the recommendation for a long-term suspension or expulsion. The committee should be composed of members familiar with special education or the student. At least one or more members of the committee must be knowledgeable about the student.

The following typically serve as members of the committee and additional members may be appointed by the Principal or his/her designee:

- principal and/or principal designee
- student's special education teacher
- school psychologist
- school social worker

- parent or legal guardian
- student's regular education teacher

The parent/guardian is to be notified of the manifestation review meeting and invited to participate. The Principal or his/her designee shall be responsible for notifying the parent/guardian of the time, date, place, and purpose of the meeting and must identify the individuals who will be attending the meeting. Accommodations in the scheduling should be made to permit the parent/guardian to attend, although timelines must be met. Documentation of efforts to notify the parent/guardian shall be maintained. If the parent/guardian declines to attend or fails to attend after having been given notice, the committee may meet without them. The parent/guardian may have representation during the meeting at his or her own expense if desired.

The committee is to consider all relevant information including evaluation and diagnostic results, information supplied by the parents/guardians, observations of the student, the student's IEP, placement, and records. The committee will then decide whether the misconduct is a manifestation of the disability.

Minutes of the meeting shall be maintained. The minutes shall include those attending, the information considered, the consensus of the committee, and the rationale for the decision.

The Principal or his/her designee shall give written notice to the parent/guardian of the committee's decision and of procedural safeguards including the right to contest the committee's decision through a due process hearing.

If the committee determines that there is no manifestation, the student may be considered for a long-term suspension or expulsion through regular disciplinary procedures. The student still must be provided with a free appropriate public education, although in another setting.

If the committee determines that there is a manifestation, the student may not receive a long-term suspension or expulsion. The student may still be suspended for a maximum of ten (10) days for this offense by following the short-term suspension requirements for students with disabilities.

The student may not be suspended from school for more than ten (10) days while the manifestation committee process is being followed unless the parent/guardian gives permission for a longer suspension or for a change in placement that may be homebound instruction. In the absence of parental/guardian consent, authorization for a longer suspension or change in placement may be sought from the court or from a hearing officer. Students with disabilities (1) who bring weapons to school or possess weapons on school premises or at a school function or (2) knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or a school function may be removed from school for 45 calendar days. A student in these circumstances may be placed in an interim alternative education program without parental/guardian consent and regardless of whether the misconduct is a manifestation of the student's disability. This unilateral authority to remove the child from their IEP placement does not limit the authority of the administrator to recommend appropriate discipline.

While proceedings are pending to contest the imposition of discipline, and except as provided above, the student must remain in his or her current educational placement.

In those cases where the handling of discipline is specified in the student's IEP, the IEP's provisions shall supersede this regulation.

If prior to the misconduct occurring there is knowledge by the school that the student has a disability but has not yet been identified, the student is entitled to assert the protections afforded to identified students with disabilities.

A student, who is referred for identification as disabled after disciplinary measures are taken and for whom there was no knowledge of a disability prior to the misconduct occurring, is subject to the same disciplinary procedures as students without disabilities. The student is entitled to an expedited evaluation. Special education and related services will be provided if the student is found to be eligible. The manifestation review decision and the educational services provided to a student with disabilities while disciplined may be challenged in a due process hearing under applicable special education laws.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-56, 18.2-83, 18.2-85, 18.2-87.1, 18.2-308, 18.2-308.1, 18.2-380.7, 18.2-433.1, 22.1-70.2, 22.1-253.13:7.C.3, 22.1-276.3, 22.1-277, 22.1-277.07, 22.1-277.2, 22.1-279.1, 46.2-323, 46.2-334.001.

► DRESS CODE

Parents/guardians and students must assume the responsibility of the student's proper attire as outlined in the policy. A student's dress and appearance should not cause disruption, distract other students from their school work, or compromise health and safety. If a student's dress or appearance is inappropriate, the student will be required to change the student's dress or appearance. Note: School administration can make exceptions to the student dress code at their discretion for spirit days and special events.

These guidelines serve as the warning in reference to the dress code:

- Shoes must be worn at all times.
- Stretch leggings, jeggings, tights may be worn with tops that are no shorter than fingertip length all the way around the student's body.
- All pants and shorts must be worn at the waistline. No undergarments may be revealed, nor should gym shorts or any other garments underneath the outer layer of clothing be visible.
- Sleeveless garments must be three fingers in width.
- Clothing should not expose the student's midriff, chest, or private areas at any time.
- Shorts, skirts, and dresses should be no shorter than 4 inches above the knee all the way around the student.
- Earbuds and headphones should only be worn in classrooms at the teacher's discretion.

Students may *not* wear the following:

- Clothing, jewelry, and other personal belongings displaying language or images that are vulgar, lewd, or obscene; that reflects adversely on or disparage another's race, gender, gender identity, sexual orientation, religion, national origin, ancestry, or disability; that promote the use of drugs, illegal substances, or alcohol; that contains threats, gang symbols, symbols of groups associated with threatening or violent behavior, or groups that promote the unlawful use of weapons or other criminal behavior.

- Hats, hoods, bandanas, sweatbands, tiaras, crowns, face masks (that covers more than the mouth and nose), or head coverings of any kind while inside the school building, unless worn for religious or medical reasons.
- Sunglasses while inside the school buildings unless prescribed by a physician.
- Jeans with rips, tears, or holes that expose skin above the fingertips. If jeans have rips, tears, or holes, skin must be covered.
- Jerseys with large armholes unless there is a t-shirt worn underneath.
- Pajamas, sleepwear, swimwear.
- Spiked jewelry, chains, fish hooks, and items which could cause student injury.
- Clothing that is see-through, revealing, or resembles undergarments.

Students who are improperly dressed will be referred to school administrators or a designee who will assist the student in complying with dress code standards.

CONSEQUENCES OF IMPROPER DRESS

- First Offense:** Hold in ISS until changed/parent/guardian phone call
Second Offense: One Day of In-School Suspension
Third Offense: Overnight Suspension/return with parent/guardian for conference
Fourth Offense: One Day of Out-of-School Suspension

► OTHER SCHOOL POLICIES AND PROCEDURES

Visitors

Upon entering the building, ALL visitors must report to the office, sign in and be issued a visitor's pass. Visitors will be required to show picture identification. All employees of MCPS will direct visitors to the main office. Visitors are only allowed in the designated area indicated on the visitor's name badge during sign in. Visitors must return to the office to sign out.

Face Coverings

In response to the COVID-19 pandemic, face coverings, covering both nose and mouth, will be a daily requirement to attend school when social distancing of 6 feet or more is not possible. Face coverings must follow the standards set in the Dress Code found on page 25 regarding language, pictures or characters, and gang affiliations.

Restrooms

Students are given adequate opportunities to use the restroom during the school day. If a medical condition exists requiring more frequent restroom visits, a doctor's note is required to be on file.

Insurance

Neither the school nor the school board has insurance for individual students. Parents are responsible for their own insurance coverage. Parents may purchase, at their option, a comprehensive accident insurance policy.

Medication

Parents of students needing to take medication at school must fill out the necessary forms in the office and parents must bring medication and notes from home or from a doctor to the nurse's office. Unless

documented through a Health Plan, students are not allowed to carry medication (prescribed or over the counter) on their person. Medication will be kept and dispensed by authorized personnel.

Lice Protocol

The parents of the infested child will be notified to pick up their child. If the parent(s) cannot be reached, the child should remain in isolation in the nurse's office. The student will be excluded from school **until he/she returns with verification of treatment (e.g. label or box top from lice shampoo or doctor's note) and has been rechecked by the nurse.** This recheck will certify that there are no lice and no nits. If either is present, the child is to be sent home again.

Student Injuries and Illness

If it is determined that a student is ill or has sustained an injury that requires more than assistance given in the classroom, that student will be brought to the nurse's office immediately for further evaluation by the school nurse. If parent contact is necessary, every effort will be made to notify the parent or responsible party listed on the student's emergency card.

It is imperative that the information on the student's emergency card be kept current. In some cases, your child will need to be picked up by a parent or designee so that a decision can be made on the treatment needed. Adequate facilities and staffing are not available to allow us to isolate sick or injured children for an extended amount of time; therefore, your prompt response is essential.

Normally, if a child is too sick to be in class, he/she is too sick to be in school. Your child must be symptom free (fever, vomiting, diarrhea, etc.) for 24 hours (without medication) before returning to school.

Homebound Instruction

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term "confined at home or in a health-care facility" means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction MAY NOT participate in any school activities, extracurricular activities, non-academic activities (such as field trips), or community activities.

If a student is ill and requires extended time out of school (more than two weeks), **parents must call the school to request homebound instruction.** A licensed physician must indicate **in writing** that the child cannot attend school in order for a child to qualify for this service.

Sex Offenders are NOT Allowed on School Property

Every adult convicted of a sexual offense is prohibited from entering or being present on school property during school hours and during school-related and school-sponsored activities. MCPS Policy KN states nonviolent sex offenders must have principal approval in advance to attend school functions. Policy KNA regarding Violent Sex Offenders may only access school property in certain circumstances but are otherwise barred from school property.

Family Life Education

The Virginia Board of Education provides standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum from kindergarten through grade 12. The guidelines include instruction as appropriate for the age of the student in family living and community relationships; abstinence education; the value of postponing sensual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; forms of contraception; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law, the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness. All such instruction shall be designed to promote parental involvement, foster positive self-concepts, and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of the family life education instruction. A copy of Virginia's Family Life Education may be obtained at http://www.doe.virginia.gov/instruction/family_life_education/index.shtml

► SCHOOL CRISIS PLAN AND DRILLS

It is the intent of Mecklenburg County Public Schools to provide a safe and secure environment for learning and, if needed, to restore the learning environment as quickly and safely as possible following traumatic incidents.

The division continually updates the emergency response crisis management (ERCM) and school safety plans for all schools. These plans include protocols and procedures concerning the following phases of ERCM: prevention/mitigation, preparedness, response, and recovery for multiple types of incidents that may occur at or may impact schools.

In order to assure that proper procedures are being followed, schools will be required to perform functional tests (drills) and assessments of each phase. Assessments and drills will be performed with students present and when they are not present. Some assessments and drills will be announced and some will be unannounced.

In order to assure everyone's safety in the event of a drill or incident, it is important for students, parents, faculty and staff, visitors, and first responder organizations (law enforcement, fire, and rescue squads) to follow established protocols and procedures.

Be aware that:

- Students are not permitted to use cell phones or other personal communication devices at school and especially not during a drill or actual emergency.
- Only authorized law enforcement, fire department, rescue squad, and other officially designated persons should respond to any school during an incident.
- Parents/guardians are encouraged not to call the school during a crisis event, and should not come to school to remove their children during a crisis or threatened event unless informed to do so by school

administration.

- In the event of an actual emergency, the school administrator or central office administration will notify parents and the public of the following: the situation, what is being done to protect students, if and when the school will close, and when and how students will be reunited with their families.

► PROMOTION, RETENTION, AND ACCELERATION

Academic performance will be the prime determiner as to whether a student should be promoted or retained. Other factors such as chronological age and social/emotional growth will be considered on an individual basis.

Students in grades kindergarten through three who fail reading may be retained in their respective grades. Students in grades two through five who fail two major subjects in one school year or who fail the same major subject two (2) years in succession may be retained.

Major subjects are defined as:

Kindergarten

Reading

Grade 1

Reading

Mathematics

Grade 2

Reading

Mathematics

Grades 3-5

Reading

English

Mathematics

Science

Social Studies

SOL Tests and Expedited Retesting, Performance-Based Assessments

Students in grades 3-5 participate in state assessments at the beginning of the year.

Third Grade: Reading and Mathematics

Fourth Grade: Reading and Mathematics

Fifth Grade: Reading and Mathematics

Students in grades 3-5 participate in state assessments at the end of the year.

Third Grade: Reading and Mathematics

Fourth Grade: Reading, Mathematics, and Virginia Studies

Fifth Grade: Reading, Mathematics, and Science

For the 2022-2023 school year, students in Grades 3-5 will participate in testing in reading and mathematics at the beginning, middle, and end of each school year.

In the spring of 2015, the Virginia General Assembly approved SOL retakes. Students who score between 375 and 399 are eligible to retake those tests. Before retesting, students receive small group remediation. Elementary students who qualify must have documented permission from the parent to retake the test(s).

In 2015, the Virginia General Assembly removed three elementary end-of-grade tests; Grade 3 Science, Grade 3 Social Studies, and Grade 5 Writing. School divisions are required to replace these SOL tests with alternative assessments. These assessments will be scored locally but participation in these assessments are reported to the Virginia Department of Education.

Opt-Out Policy

On December 10, 2015, the *Every Student Succeeds Act of 2015* (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact Joan Hite, Assistant Superintendent of Instruction, either by phone at (434) 738-6111 or in email at jchite@mcpsweb.org.

Report Cards

Report cards will be issued at nine-week intervals. Pre-K and Kindergarten students will receive an S, N, or U. Students in grades 1-5 receive evaluations on a grade scale as follows:

A	90-100	S	Satisfactory
B	80-89	N	Needs Improvement
C	70-79	U	Unsatisfactory
D	60-69		
F	Below 60		

Interim Reports and Parent Visitation

Interim reports will be sent home to parents/guardians near the middle of each nine-week grading period. Interim reports are another form of communication between parents, teachers, and the school.

There will be two parent visitation meetings for parents and guardians for elementary students during the school year at the end of the first and third nine weeks.

Textbooks and Books Purchased by the School

The Mecklenburg County School Board provides, free of charge, textbooks required for course instruction for each child attending public schools; however, the school board may assess a reasonable fee or charge for damages (including, but not limited to, marks made with pencils or pens, torn pages, and damages to the cover or spine) or loss of school property when such property has been used by students without charge. Fees assessed will be based on the prices for the current school year. Furthermore, fees may be assessed for damages or loss of **classroom resource books and library books**.

Unpaid textbook fees from lost or damaged textbooks will be added to the student's account and must be paid before a diploma is issued to the student and final transcripts are mailed or provided to the student upon graduating.

► STUDENT CELL PHONES and MEDIA DEVICES

Students shall not have on, in use, or visible a beeper, cellular phone, PDAs, or other communication device, radios, iPod, any Bluetooth headphone device, watches that have internet capabilities, or other

similar electronic devices, or headphones or wear such devices at school or on school buses unless approved for legitimate school use by the administrator.

In addition, confiscated beepers, cellular telephones, PDAs, or other communication device, radios, iPod, or other similar electronic devices will be subject to search by school administration when reasonable suspicion exists that additional student code of conduct violations or criminal acts may have taken place and the confiscated device(s) may contain evidence of such acts or violations.

► SEXUAL HARASSMENT POLICY

It is the policy of the Mecklenburg County School Board to maintain a working and learning environment for all its employees and students, which provides for fair and equitable treatment, including freedom from sexual harassment. It is prohibited for any employee or student, male or female, to harass another employee or student, male or female, by doing such things as unwelcome sexual advances or requests for sexual favors, engaging in other verbal or physical conduct of a sexual nature, or engaging in conduct which creates an intimidating, hostile, or offensive working environment. Anyone who is found after investigation to have engaged in sexual harassment of another employee or student will be subject to appropriate disciplinary action. Sexual harassment complaints are to be brought to the attention of an administrator immediately.

► NOTICE OF DIRECTORY INFORMATION (FERPA)

The Family Education Rights and Privacy Act (FERPA), a Federal Law, requires that Mecklenburg County Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Mecklenburg County Public Schools 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 Mecklenburg County Public Schools to include this type of information for your child's education record in certain school publications. For more information regarding your FERPA rights, please see the School Board Policy JO on our website at www.mcpsweb.org.

► NOTICE OF THE ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES (PPRA)

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. For more information regarding your PPRA rights, please see the School Board Policy KFB on our website at www.mcpsweb.org.

► STUDENT RIGHTS UNDER SECTION 504

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and ensure

benefits are equal to those provided to nondisabled students. For more information regarding your rights under Section 504, please see the School Board Policy JBA on our website at www.mcpsweb.org.

► INCLEMENT WEATHER POLICY

This inclement weather policy is intended to clarify regulations for school closing, late openings, and early closing for all students/families. Whenever possible, all announcements concerning school closings or late openings will be made no later than 6:30 a.m. Announcements will be made on all local radio, television stations, the Mecklenburg Public School website (www.mcpsweb.org), the Mecklenburg County Facebook page, and on the School Messenger System.

SOMETIMES THE ANNOUNCEMENT FOR A DELAYED OPENING WILL BE CHANGED TO A CLOSING IF WEATHER CONDITIONS WORSEN.

► SCHOOL MESSENGER/REMIND

Mecklenburg County Public Schools is pleased to again provide the rapid notification service, School Messenger, to our students and their families at *no charge*. *REMIND* is also a resource widely used in MCPS for parental notifications from teachers as well as administrators.

School Messenger allows school principals and division administrators the opportunity to use digital messaging technology to quickly provide telephone, cell phone, and pager notification messages to parents and faculty in the event of school closings, delays, and emergencies. The School Messenger system can also be used to send school related messages about meetings, practices, public services, and other important, but less serious matters to individuals or select groups.

The system uses the main phone number provided on the School Emergency Card when students register to notify parents/guardians in the event of a school delay, closing, or emergency and to receive other school related messages. It is imperative that the school is informed when parents/guardians change a contact number or address for any reason. In the event that a student has more than one parent/guardian who needs to receive School Messenger messages, the parent should contact their child's school for further guidance.

► TITLE I

What is Title I?

Title I is the single largest federally funded program for elementary and secondary education in the nation. Re-authorized by the Elementary and Secondary Education Act, Title I funding helps local school divisions provide equal educational opportunities for low-performing students in schools with economic need.

Program Components

Title I provides supplemental support through a multifaceted approach to improving student achievement. Key facets of that approach include:

- **Additional Staffing:** Title I funds can be used to provide additional staffing.
- **High Academic Standards:** Student progress is monitored throughout the year to ensure that all students are meeting academic goals.
- **Early and Comprehensive Intervention:** Additional instructional time is provided for identified Title I students through supplemental programs such as Reading Recovery, Book Buddies, small-group instruction in reading and math, both in and out of classrooms.
- **Family Engagement:** Parent Advisory Council and Family Literacy and Math Activities help families focus on literacy and numeracy.
- **Professional Development:** Courses, workshops, and in-services provide additional training for teachers at Title I schools. These professional development activities can be related to math, reading, intervention, and/or classroom strategies for student engagement and learning.
- **Partnerships between Schools and Community:** Partnerships with community organizations that share our mission provide additional literacy and numeracy opportunities for Title I students.

Home-School Connection

Title I is committed to developing strong partnerships with parents. Parents and schools working as partners increase student achievement and help develop positive attitudes about self and school. A countywide Title I Advisory Committee is established in the fall of each year. This committee is made up of parent representatives and Title I teachers from each Title I school. They meet with the Director of Elementary Instruction. These meetings inform parents about the Title I program and give them the opportunity to have input into the planning and design of the program.

Contact Information:

Joan Hite, Assistant Superintendent of Instruction
Mecklenburg County Public Schools
434-738-6111
jchite@mcpsweb.org

Dr. Paige Lacks, Director of Federal and Special Programs
Mecklenburg County Public Schools
434-738-6111
placks@mcpsweb.org

Title I Parental Involvement Policy

Mecklenburg County Public Schools recognizes that the education of each student is a responsibility shared by the school, the student, and the student's family. Mecklenburg County Public Schools endorses parental involvement and encourages regular participation by all parents in the education of their child(ren). All Mecklenburg County Elementary Schools are designated as school-wide Title I Schools.

- The school will convene an annual parent meeting during the month of August/September.
- The school will establish a meeting schedule. Meeting agendas and minutes will be available to parents.
- Meetings/Workshops will be scheduled at varying times of the day to meet parent schedules.
- The school will establish a Title I Advisory Committee and these meetings will be open to all parents.
- The Committee will consist of administrator(s), Title I staff, teachers, and parent representative(s) from each grade level.
- The school will provide curriculum/assessment information to all parents.
- The Title I Advisory Committee will review data with school staff and provide input relative to the School Improvement Plan.
- The school will provide parents with a copy of the school's Parental Involvement Plan in the student handbook.
- The Title I Compact/Survey will be sent to parents twice a year to collect data regarding parent involvement and concerns. Any noted concerns will be forwarded to the district level and addressed when establishing goals for the following school year.
- The Parental Involvement Policy will be developed by the Title I Advisory Committee and reviewed/amended annually.
- The Parental Involvement Policy will be available to parents of English as a Second Language (ESL) students.
- The school's Parental Involvement Policy supports the division level policy.
- The school will provide timely information about programs, parent/teacher conferences, daily schedules, school events, supply lists, and contact information via automated message service, newsletters, school calendar, school/county website, and other varied media outlets.

Parental involvement is the centerpiece of Title I

- Parents are full partners in their child's education and are encouraged to be actively involved in his/her success.
- The school will include parents, as appropriate, in decisions relating to the education of their child(ren).
- Parents are encouraged to attend meetings, workshops, and conferences at the school level.
- Parents will be responsible for completing and returning the Title I Compact twice a year.
- Parents may participate by volunteering at school, serving on various teams and committees, observing the operation of the Title I Program, assisting with the evaluation of the success of the Title I Plan and offering suggestions for improvement.

Curriculum and Assessment

Instruction of all students at Mecklenburg County Public Schools involves using the Virginia Standards of Learning in all subject areas. Mecklenburg County follows the state-developed curriculum framework and countywide pacing guides. To support the Standards of Learning, the school uses county-adopted textbooks. Many opportunities are provided to help children perform at their maximum level of academic achievement. Examples of those opportunities include:

Accelerated Reader
Holey Cards
Book Fairs
Art Education
Counseling

Special Education
Speech and Language
Literacy Groups
Summer Remediation
Title I (small group and collaborative)

ESL
 Gifted and Talented Program
 Science Fair
 4-H
 Response to Intervention (RTI)
 Music Education
 After School remediation
 Career Pathways

Tutoring
 Family Literacy Workshops
 PALS
 Reading Specialists
 Physical Education
 Computer Technology Programs
 ST Math
 Nutrition/Wellness Programs

State, Division and School Assessments Options

All students in grades three through five take the Virginia Standards of Learning assessments. The school uses additional countywide and school-wide assessments. Examples of options available for school assessments include:

Assessments	Proficiency Levels
Virginia Standards of Learning	400-499 Pass/Proficient 500-600 Pass/Advanced
PALS (PreK-3rd grade)	Benchmark (Fall, Mid-Year, Spring)
VKRP (PreK-Kindergarten)	Benchmark (Fall, Spring)
Benchmark Assessments	County Policy; 60-100 indicates passing
Remediation Pre- and Post-Tests	County Policy; 60-100 indicates passing
Curriculum Based Assessments	Grade Level Proficiency
Teacher-made Assessments	County Policy; 60-100 indicates passing
Textbook Assessments	County Policy; 60-100 indicates passing
STAR (Reading and Math)	Fall/Winter/Spring
Common Assessments	County Policy; 60-100 indicates passing
Student Growth Assessments	Fall/Spring
Developmental Reading Assessment (DRA)	See Reading Level benchmark Charts for grade 1 and 2
Running Records	Periodically as needed in K-5
Aptitude Tests	Screeners for GATE
Performance Based Assessments	Scored Using Rubrics

Academic Performance will be the prime determiner as to whether a student should be promoted or retained. Other factors such as chronological age and social/emotional growth will be considered.

Pupils in grades K-3 who fail Reading may be retained. Students in grades two through five who fail two major subjects in one school year or who fail the same major subject two years in succession may be retained.

Mecklenburg County Public Schools is committed to providing a quality education for all students recognizing the essential role of parents and the value of their input.

Virginia Department of Education
Parent Notification Letter
Right to Request Information on Teacher Qualifications
As Required Under the
Elementary and Secondary Education Act of 1965, as amended

Dear Parent/Guardian,

On December 10, 2015, the *Every Student Succeeds Act (ESSA)* was signed into law. Section 1112(e)(1)(A) states that as a parent of a student in [school name], receiving Title I funds, you have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status because of special circumstances.
- Whether the teacher is teaching in the field of discipline of the certification or degree he/she received.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact Joan Hite, Assistant Superintendent of Instruction, either by phone at (434) 738-6111 or in writing at P.O. Box 190, Boydton, VA 23917.

Sincerely,

Joan Hite

Assistant Superintendent of Instruction

Mecklenburg County Public Schools
175 Mayfield Drive
Boydton, VA 23917

To: Parents/Guardians

Re: Asbestos Identification and Notification (ASHERA Public Law 99-510) (40 CFR Part 763)

This memo is to provide notification and identification of the presence of asbestos in Chase City, Clarksville, and La Crosse Elementary School.

On October 22, 1986, President Reagan signed into law the Asbestos Hazard Emergency Response Act (ASHERA, Public Law 99-519). The law required EPA to develop regulations that provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. On October 30, 1987, EPA published the Asbestos-Containing Materials in Schools Rule (40 CFR Part 763 Subpart E). This new rule requires all public and private elementary and secondary schools to be inspected for friable and non-friable asbestos, develop asbestos management plans, and implement response actions in a timely fashion.

To carry out the above activities involving inspections, management plans, and response actions, the Mecklenburg County School employed an accredited Asbestos Inspection firm, Industrial Training Company, of Richmond, Virginia, to prepare our Management Plan as determined by ASHERA, Public Law 99-519.

Each elementary school has been tested for asbestos. Results of those tests have shown that there is some asbestos present in Chase City, Clarksville, and LaCrosse Elementary schools. The Management Plan, which includes laboratory reports, is available at the school. The Management Plan and documentary data have also been filed with the Virginia Department of Education, Energy, and Facilities Services. Questions regarding any of this data may be addressed at the school.

MECKLENBURG COUNTY PUBLIC SCHOOLS – 2021-2022
PARENT/STUDENT ACKNOWLEDGEMENTS OF STUDENT HANDBOOK

Student Name (Print) _____

Teacher Name (Print) _____ **Grade** _____

This handbook has been drawn up to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in the education of their children. Students are responsible to be an active part of their school safety through involvement in the reporting of potential violent acts. All students will sign annually when they have reviewed the Student Handbook. The teacher or administrator will house the signature sheet.

Parent(s)/guardian(s) need to become involved in the education of their children and have the responsibility to provide the school with the current emergency contact person and/or telephone numbers. They also have the responsibility to notify the school of anything (such as medical information) that may affect their child's ability to learn, to attend school regularly, or to take part in school activities. Parents should take special notice of the Attendance section of this document as well as the Suspension and Expulsion provisions, which are in accordance with School Board Policy.

The school system must have proof that every student and every parent/guardian has had a chance to review the Student Handbook. Signed acknowledgement must be part of every student's record. Your signature means that you have received information about the Student Handbook and have been made aware of how to electronically access the Student Handbook at www.mcpsweb.org (It does not mean that you agree or disagree with them.)

Failure to return this acknowledgement will not relieve a student or the Parent(s)/Guardian(s) from responsibility to know the contents of the Student Handbook and will not excuse the student's noncompliance with the Handbook. Contact your local Principal or the MCPS Central Office if you have questions or concerns.

Parent/Legal Guardian Name (Print): _____

Parent /Legal Guardian Signature: _____ **Date:** _____

Student Name (Print): _____

Student Signature: _____ **Date:** _____

MECKLENBURG COUNTY PUBLIC SCHOOLS HONOR CODE AGREEMENT

2021-2022

Mecklenburg County Public Schools will implement an HONOR CODE for students this school year. Students are expected to adhere to this code listed below.

FOR ASSESSMENTS:

"I affirm that I will not give or receive any unauthorized help on this exam, and that all work will be my own."

Student Signature: _____

FOR GRADED ASSIGNMENTS:

"I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."

Student Signature: _____

FOR GROUP PROJECTS:

"I accept responsibility for my role in ensuring the integrity of the work submitted by the group in which I participated."

Student Signature: _____

Date: _____

Please return the Honor Code Agreement with the Handbook Acknowledgement for placement in the student's record.