

CARTERET COUNTY PUBLIC SCHOOL SYSTEM



PARENT / STUDENT HANDBOOK

2011-2012

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NON-DISCRIMINATION STATEMENT

The Carteret County Public School System does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Ralph Lewis, Assistant Superintendent, 107 Safrit Drive, Beaufort, N.C. 28516 or (252) 728-4583. For further information on the notice of non-discrimination, you may call the U.S. Department of Education, Office of Civil Rights, at 1-800-424-3481.

VISITORS IN SCHOOL

All visitors must stop by the school office and sign in. All visitors must abide by the smoke-free campus rule.

ASBESTOS

As of August 1990, Carteret County Schools have been free of friable asbestos as identified by our original Asbestos Management Plan published in 1998. This is not to imply there is no asbestos in the schools. Remaining asbestos materials identified are in rigid form and only considered hazardous if crushed, drilled or otherwise broken away from their original mass. These materials may be found in the form of floor tile, building trim panels, certain plaster materials and other like rigid forms.

The Asbestos Hazard Emergency Response Act requires school systems have a professional re-inspect each facility every three years and our maintenance director (AHERA Trained) perform surveillance every six months to assure the condition of any remaining asbestos materials have not become hazardous to the health of the building occupants. The professional re-inspection was conducted in our schools during January 2005 and the results are available at each site and at our maintenance office. The semi-annual surveillance reports from our maintenance director are also available at each site and at our maintenance office.

For new buildings, those completed after October 12, 1988; our "management plan" consists of the exclusion documentation including this notification. This documentation means that to our knowledge no asbestos-containing building materials were used or specified for use in the buildings.

You can review the plans during normal business hours without cost or restriction. If you have any questions about reviewing our management plan call (252) 728-6115.

ATTENDANCE

Regular school attendance is essential for student success. Excusable absences from school include:

- illness,
- injury,
- quarantine,
- death in the immediate family,
- medical and dental visits,
- judicial or administrative proceedings,

- religious observances,
- alternate education opportunities (Title 16 NCAC.0404) and
- military deployment circumstances.

When the student returns to school, the parent or guardian must send a note stating the reason for the absence. Absences for alternative education opportunities require prior approval from the principal.

Elementary and middle school students are expected to be present for a minimum of 91% of instructional time. Any student missing over ten days may be required to present a note from their doctor, be referred to the school social worker, or have legal action taken against the parents/guardians.

High school students can miss no more than 8 classes per subject per semester. Having more than 8 absences in any class may result in the loss of credit in that class.



BUS PASSENGER RULES AND REGULATIONS

These bus rules are made to protect the students while going to and from school and including field trips. It is the duty of the students to obey these rules. Students who fail to comply with the bus rules and regulations are subject to the Carteret County Board of Education Policy on student conduct on school buses. Bus rules will be taught in the classroom within the first five days. Emergency evacuation procedures will be practiced at the same time. Additional rules or regulations may be set by individual schools.

Meeting and Entering the Bus

1. Passengers will select the safest route to designated bus stop.
2. Passengers should be at the bus stop five minutes prior to normal stop time. The bus cannot wait for late students.
3. Passengers will wait for the bus in an orderly fashion and refrain from fighting, horseplay, or unsafe conduct.
4. Passengers will stay off the road while waiting at a bus stop. They will not cross the road until the bus and all traffic have stopped and the driver motions them that it is safe to cross. When the bus arrives, passengers will line up single file and not attempt to board the bus until it is completely stopped, the door is opened, and the driver indicates they may board.
5. Passengers will walk across the road approximately ten feet in front of the bus in full view of the driver.

On the Bus

1. Passengers will enter the school bus, take their seats quickly and remain seated. They will refrain from moving around or changing seats in the bus when it is in motion.
2. Passengers will keep all body parts inside the bus at all times.

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3. Passengers will not throw objects inside the bus or out the window.
4. Passengers will not shout, wave or gesture to pedestrians or occupants of other vehicles from the bus windows.
5. Passengers will not bring glass bottles, stones, sticks, snakes, animals, bullets, weapons or toy guns, or anything considered unnecessary or dangerous on buses.
6. Passengers are not allowed to bring any items on the school bus that will compromise the safety of other passengers or are against school rules.
7. Passengers will not eat, drink or chew gum while riding on a school bus.
8. Passengers will keep the aisle clear and never pile books, musical instruments, lunch boxes, or other objects in the aisle.
9. Passengers will not use profane or vulgar language or gestures, tobacco, or alcoholic beverages while riding on a bus.
10. Passenger will not be loud, boisterous, or distract the driver's attention in any way.
11. Passengers will maintain complete silence at all railroad crossings.
12. Passengers will not fight, play or scuffle on the school bus.
13. Passengers will not tamper with the emergency exits or any other part of the bus.
14. Passengers will not mar or deface the bus in any way. Students will be required to pay for any damage.
15. Passengers will not tamper with fire extinguishers or first aid supplies.
16. No person will ride a bus unless assigned to it by the principal or designee.
17. Passengers will not litter the school bus and will help keep it clean.

Arrival on the School Grounds

1. Passengers will remain seated until the bus reaches the unloading area and the driver has opened the door.
2. Passengers in front should move out first, walking quickly and orderly.
3. Passengers will not loiter or play near a stopped school bus.

Entering the Bus After School

1. Bus students will walk directly to their buses after the dismissal bell.
2. After entering the bus, passengers will be seated and be quiet so that all passengers can hear driver's instructions.

Leaving the Bus En Route Home

1. A passenger will ride only his/her assigned bus and will leave the bus only at his/her designated stop. Only with permission of the principal or designee will the driver be permitted to allow a passenger to leave the bus at any other stop not designated for him/her.
2. When the bus arrives at the assigned stop, passengers will remain seated until the bus has completely stopped, the bus driver opens the door, and then will walk quickly to the front of the bus.

3. If the road must be crossed after getting off the bus, passengers will cross ten feet in front of the bus, make certain the stop signal is extended, all traffic is stopped, and cross at driver's direction only.
4. If the road is not to be crossed after getting off the bus, passengers will move quickly away from the bus in view of the driver and go directly home. They will not remain near the bus to talk with, frolic with, or touch hands with bus passengers. Passengers will not stop to pick up dropped objects without informing the driver and receiving permission.

DENTAL SCREENINGS

Good dental health has a positive effect on a child's ability to learn and it is also important for their overall health. As part of Carteret County School's regular preventive dental health program, children in selected grades will have dental screenings by Johnna Whitfield, RDH, the Public Health Dental Hygienist for Carteret County, with the NC Oral Health Section, Division of Public Health. She will use gloves, mask, flashlight and a new tongue depressor for each child. The screening serves as an educational, positive dental experience so that even children that see the dentist regularly will benefit from learning about good dental health. If you do not want your child included in this screening, please send a note to your child's teacher. If you have any questions, please contact your child's school.

EMERGENCY NOTIFICATIONS

School and school system emergencies that occur during non-school hours will be communicated through an automated phone system using telephone numbers provided to the school by parents or guardians. The decision to cancel or delay the opening of school is usually made by 5:30 a.m. Parents requiring additional information should visit www.carteretcountyschools.org and check for Closings/Delays or Headlines or they can dial (252) 728-4583 and listen for any posted voice message.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of student records. Under that law, parents or guardians of students or students if they are at least 18 have both the right to inspect records kept by the school about the student and the right to challenge alleged inaccuracies in the records. Access to the records by persons other than the parent, guardian or student is limited and generally requires prior consent by the parent, guardian or student. The Carteret County School Administrative Unit has adopted a written policy governing all the rights of parents, guardians and students under FERPA. Copies of this policy/regulation may be found in the Superintendent's office and in the principal's office of each school within the school system. The Carteret County Public School System may, at the discretion of the superintendent, disclose the following directory information about a student without the consent of either the parent,

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guardian, or student unless the parent, guardian student has properly objected in writing to the release within two weeks of receipt of this notice. Directory information is defined as the student's name, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the school last attended, and similar information. Complaints about failures of the Carteret County School Public School System to comply with the Family Educational Rights and Privacy Act may be made, in writing, to FERPA Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

FIRE DRILLS AND TORNADO DRILLS

To comply with North Carolina statutes, a fire drill will be held during the first week of school and once a month thereafter. These drills are necessary to familiarize students with proper evacuation procedures. Students must obey their teacher's instructions quickly and quietly in order to safely exit the building.

As required by the state, tornado drills are conducted in the fall and again in the spring so that students and staff are familiar with proper procedures.

HEAD LICE

Students who show evidence of head lice shall be removed from the classroom and parents will be called to pick them up from school. An official notice outlining recommended treatment measures, school policy, and procedures to be followed in the prevention of spread or re-infestation will be given to the parent. The day after the child is treated for head lice the parent must bring the child back to school along with the empty box or container from the treatment. Do not send the child to school on the bus. A designated school person will check the child's head to determine the absence or presence of nits. If eggs or adult lice are found, the child will be refused admission to school until treatment has completely rid the child of lice and nits. If a child is absent more than three days because of head lice, the principal shall notify the social worker (attendance counselor). A visit may need to be made to the home by the school nurse or the school social worker, if more intensive counseling is needed. The Board of Education policy for head lice is Policy 4235-6135 Control of Head Lice.

IMMUNIZATIONS REQUIRED BY NC STATE LAW

5 DTP, Dtap, or DT doses (if 4th dose is on / after 4th birthday, 5th dose is not required; DT requires a medical exemption)

1 Tdap booster dose required before entering 6th grade for children that enrolled in public school on or after August 2, 2008, if 5 years or more have passed since the last dose of tetanus-containing vaccine.

4 Polio (IPV OPV) doses (if 3rd dose is on / after 4th birthday, 4th dose is not required)

1 to 4 Hib doses (series complete if at least one dose given on/after 15 months and before 5 years of age; not required after age 5)

3 Hepatitis B doses (children born on / after July 1, 1994 are required to have three doses)

2 Measles doses (at least 28 days apart; 1st dose on / after 12 months of age)

2 Mumps doses (one dose on/after 12 months of age and before 16 months and a second dose before enrolling in school for the first time)

1 Rubella dose (on/after 12 months of age)

1 Varicella Vaccine dose (children born on/after April 1, 2001) Immunization Board recommends: 2nd dose between 4-6 years old.

Vaccine doses administered <4 days before the minimum interval or age may be counted as valid (NC Law passed as of August 2002)

Certificate on Immunization: A physician, health clinic or local health department administering required vaccines must give a **certificate of immunization** to the person who presented the child for immunization. The certificate / record must include the following information.

Name, sex and date of birth

Name and address of parent or guardian

Number of vaccine doses given

Date vaccines were given

Signature of physician or health department stamp

Kindergarten Health Assessment: NC Law requires a completed state kindergarten assessment form (blue) signed and dated by a physician or health care provider within 30 days of entering kindergarten.

INSURANCE COVERAGE

The Carteret County Public School System does NOT carry county-wide insurance for student accidents. Parents/Guardians are encouraged to purchase student insurance coverage. Student information packets are given to each student at the beginning of each school year.

INTERNET USE

The Carteret County Public School System offers computer equipment, computer services and Internet access to students and teachers for activities that support learning and enhance instruction. Internet access includes: electronic mail (e-mail), information and news, many libraries, public domain and shareware software, discussion groups, and cultural services. Prior to being given access to the Internet through the school system, users will sign an "Internet Acceptable Use Agreement." This agreement will define the educational objectives and guidelines for Internet use and will stipulate unacceptable uses which will lead to denial of access and possible legal action.

Due to possible access to inappropriate materials, which cannot be controlled by the school system, students must have written parental permission before they may use the Internet with school equipment.

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Carteret County Public Schools' Internet Goals:

1. To support implementation of North Carolina and Carteret County curricula,
2. To enhance learning opportunities for information retrieval, searching strategies, research, communications skills, and critical thinking,
3. To promote lifelong learning.

ACCEPTABLE USE

The Internet will be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of Carteret County Schools. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to, the following:

- A. Violating copyright laws;
- B. Forwarding personal communications without the author's prior consent;
- C. Using, sending or displaying threatening or obscene material;
- D. Damaging computers, computer systems, software or computer networks;
- E. Using another person's password;
- F. Employing the network for commercial purposes; or
- G. Using data in folders or work files illegally.

NETIQUETTE RULES

Users must abide by network etiquette rules. These rules include, but are not limited to, the following:

- A. Be polite; rudeness is never acceptable;
- B. Use appropriate language; do not swear, use vulgarities or other abusive or inappropriate language;
- C. Do not reveal personal addresses or phone numbers;
- D. Do not disrupt the use of the network; or
- E. Assume that all communications and information accessible via the network are private property

DISCLAIMER

The Carteret County Public School System makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school system will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained via the Internet.

MEDICATION POLICY

Prescription medicine can only be administered by school personnel under the following guidelines:

1. An order signed by a physician with specific directions for administration must be submitted to the office. A parent or guardian must also sign this order. These forms are available in the school office and at the offices of most area physicians.
2. Parents must bring the medication in a bottle with a pharmacist's label designating patient's name, dispensing instructions, name of drug, and the physician's name. Office

personnel will count medication in pill form while observed by the parent.

3. A record will be kept of all children receiving medication. This record will be accessible in the office.
4. A note regarding the medication will be attached to the child's health card.
5. All medication will be kept locked in the office and administered by office personnel. Teachers or assistants will be given medication to administer on field trips.

Non prescription medicine:

The above procedures also apply to all nonprescription medicines administered to students in pre-kindergarten through fifth grade. Students in middle and high school may keep nonprescription medications with them under the following conditions:

1. The principal must have a note from the parent or guardian identifying the medication and the reason for taking it.
2. The student may keep enough medication for one day.
3. Medication must not be stored in the student's locker.
4. The principal will notify the teachers of students taking medication over an extended period of time.

MENINGITIS, INFLUENZA, HPV

Senate Bill 260, previously referred to as "Garrett's Law", requires each school system to provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. The state also requires information about HPV and information about the HPV vaccine be provided to parents and guardians. For more information about meningococcal meningitis, influenza diseases or HPV, please call **1-800-232-4636 (1-800-CDC-INFO)** or go online to www.immunizenc.com or www.cdc.gov or contact your family physician.

Meningococcal Disease

What is meningococcal disease & what causes it? - Meningococcal disease is a serious, potentially fatal illness caused by a bacteria. There are three types of invasive meningococcal disease: Meningitis - an infection of the fluid surrounding the brain and spinal cord; Bacteremia - an infection of the blood stream; and Pneumonia - an infection of the lungs.

How is the disease spread? - Meningococcal disease is contagious. The disease is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.

What are the symptoms? - Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.

Can meningococcal disease be prevented? - Yes. Although meningococcal disease is serious and potentially life threatening, up to 83 percent of the cases in adolescents and young adults are potentially vaccine preventable. The meningococcal vaccine has been demonstrated to be safe,

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and offers protection against four of the five most common types of meningococcal infection.

What do health officials recommend? - Health officials recommend routine vaccination of children 11-12 years old, previously unvaccinated adolescents at high school entry, and college freshmen living in dormitories with the newly licensed meningococcal conjugate vaccine (MCV4).

Does the meningococcal vaccine prevent all forms of meningococcal disease? - There are currently two meningococcal vaccines available in the United States – 1) Meningococcal polysaccharide vaccine (MPSV4) - available since the 1970s and 2) Meningococcal conjugate vaccine (MCV4) - licensed in 2005. Both vaccines protect against four of the five most common types of meningococcal infection, including two of the three types most common in the United States. Neither vaccine prevents meningitis caused by other bacteria such as “strep” or Hib bacteria.

Is the vaccine effective? - Yes. Both vaccines work well, and protect about 90 percent of those who receive it. MCV4 is expected to give better, longer-lasting protection. MCV4 should also be better at preventing the disease from spreading from person to person.

Influenza “the flu”

What is influenza? - Influenza (commonly called “the flu”) is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness, and at times can lead to death. In the United States, it is estimated that 10 percent to 20 percent of people get the flu each year: an average of 200,000 people are hospitalized for flu-related complications and 36,000 Americans die each year from complications of the flu. Five hundred out of 100,000 children with high-risk conditions (such as heart disease or asthma) and 100 out of 100,000 otherwise healthy children aged 0 to 4 years who are infected with the flu will be hospitalized for complications each season.

What are the symptoms of flu? - Symptoms of flu include fever (usually high), headache, tiredness (can be extreme), dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.

Is there a flu vaccine? – Yes. The flu vaccine prevents the flu. Flu immunization is encouraged because the flu can lead to other problems including pneumonia, inflammation of the heart, and inflammation of the lungs. Healthy children younger than five years of age are more likely than adults to be hospitalized for complications from the flu. The vaccine protects between 45 percent and 90 percent of healthy children from getting the flu. Studies have shown that the older and healthier children are when they get a flu shot, the more likely they will be protected. Flu vaccination has also been shown to decrease middle ear infections among young children by about 30 percent.

HPV

What is HPV? - HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-

skin contact. There are about 40 types of HPV that can infect males and females. Some types of HPV can cause cancer in women. Many people get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other people. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV? - HPV can infect any person who is sexually active. Both males and females can get it without even realizing it.

What are the signs and symptoms of HPV infection? - Some people will develop visible growths or bumps. The virus lives in the body and usually causes no symptoms. Many people who have HPV do not know they are infected.

How can my child be protected from getting HPV? - The only sure protection from HPV is abstinence. However, a new vaccine can now protect females (ages 9 to 26) from four major types of HPV. The HPV vaccine can prevent most genital warts and most cases of cervical cancer. Contact your family physician for more information.

Additional Medical Information and New Vaccines

North Carolina General Statute 115C-47 requires schools to provide information concerning cervical cancer, cervical dysplasia and human papillomavirus. North Carolina General Statute 115C-375.4 requires Local Boards of Education to provide parents and guardians information on Meningococcal disease and vaccines. Information on these diseases can be found at www.carteretcountyschools.org or www.cdc.gov/vaccines/vpd-vac. Those without internet access can contact a school nurse or the Carteret County Health Department at (252) 728-2550.

NORTH CAROLINA’S SAFE SURRENDER LAW

In 2001, the North Carolina General Assembly passed a law, G.S. 7B-500(b) or G.S. 7B-500(d), making it legal for females to surrender their newborn baby to a responsible adult without fear of criminal prosecution. While any responsible adult may receive a newborn, School Social Workers, School Nurses, counselors and law enforcement are examples of responsible adults who are familiar with this law. More information can be found at www.safesurrender.net. Those without internet access can contact a school nurse or social worker.

PERMISSIBLE USE OF SECLUSION AND RESTRAINT

It is the policy of the Carteret County Board of Education to promote the safety of all students, staff and visitors in its schools. To further this policy, school personnel may, in compliance with G.S. 115C-391.1 and state and local policies and procedures, employ reasonable restraint or seclusion techniques with students.

Principals shall notify parents of any prohibited use of seclusion, restraint or aversive techniques, and shall provide a written incident report within 30 days of any such incident as required by G.S. 115C-391.1 and applicable policies and

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procedures. The superintendent or designee shall annually provide a record of reported incidents to the State Board of Education.

The full text for Rules For Use of Seclusion and Restraint in Schools Policy is on page 14 of this handbook or can be found at www.carteretcountyschools.org.

PERMISSION TO PHOTOGRAPH

The Carteret County School System uses photographs, slides, films, videos and illustrations of students for many purposes. Such illustrating materials are used in a positive way and may be used in newsletters or publications produced by the school system, in slide presentations about the school system, in school-related news and feature coverage by news media, or in other similar forms of publication. News media representatives are required to be accompanied by a school official when on school campuses and are only allowed to photograph and interview students with permission on file. Permission forms are sent home at the beginning of the school year.

PESTICIDES

The schedule of pesticide use on school property is maintained in the office of the principal at each school and is made available at the beginning of the school year. Parents who desire notification in the event of unscheduled pesticide use should provide advance notice to the principal's office. Additional questions pertaining to pesticide management should be directed to the school system's Facility Support Operations office, (252) 728-6115.

SCHOOL FEES

Carteret County Public School System strives to keep school fees as minimal as possible. The Board of Education approved the following fees:

Accounting I & II	\$5.00
Agriculture	\$5.00
Art (high school)	\$5.00
Automotive	\$5.00
Construction	\$5.00
Foods	\$12.00
Child Development	\$3.00
Clothing	\$3.75
Drafting	\$5.00
Family & Consumer Science	\$7.50
Digital Communication / Keyboarding	\$20.00
Parking (CHS, WCHS)	\$25.00
Parking (ECHS)	\$15.00
Class dues (high school)	\$10.00

Parents may request a fee waiver from the principal's office if a financial hardship exists.

SCHOOL LUNCH PRICES

K-5 th grade lunch	\$2.00
6 th -8 th grade lunch	\$2.25
9 th -12 th grade lunch	\$2.35
Reduced lunch	\$.40
Student breakfast	\$1.00
Reduced breakfast	\$.30
Milk	\$.35
Adult Lunch: A La Carte Prices	

A free or reduced lunch application form will be sent home with your child at the beginning of the school year. Please complete the form and return it to your child's teacher. You will be notified if your child(ren) qualify for free or reduced meal prices. All information is strictly confidential.

You may prepay on your child's account. Please keep up with the balance on the account as charges are not allowed.

Students and adults are not allowed to charge food items/meals. If a K-8 student forgets their money they may be allowed to charge one meal. This charge will have to be paid before they can purchase any additional food items. Additional information will be sent home with students regarding charges.

SCHOOL SYSTEM PERFORMANCE INDICATORS

Information on student performance, graduation rates, school safety, teacher qualifications and a wealth of other data on each school and school system in the state is presented annually in the North Carolina Report Card.

Report Cards are released by December for the previous school year. Students will bring home printed "snapshots" of their school's report card. Results for the latest North Carolina Report Card can be found at <http://www.ncreportcards.org/src/>. Individuals without internet access can contact their local school or school system's administrative offices in Beaufort for a printed copy.

STUDENT DRESS CODE

All students will be modestly dressed and groomed so as not to unreasonably distract the attention of others, or to cause disruption of or interference with the educational process or the orderly operation of the school.

- Students should wear shoes that are appropriate for PE. Some schools require students to wear tennis shoes for safety purposes.
- No vulgar or inappropriate printing or logos on clothing.
- No bare midriff, strapless tops, tank tops or spaghetti strap tops are allowed.
- No sunglasses, hats or caps are to be worn inside the building.
- Short shorts or mini skirts are not allowed. Shorts, skorts, or skirts must be fingertip length or longer.

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- Pants should be fitted or secured at the waist with a belt.

Be sure to check your school's website or school handbook for additional guidelines. The school administration reserves the right to determine whether a particular type of clothing or style is appropriate. If students are dressed inappropriately they will have to change or parents will be called to pick them up.

STUDENT PROMOTION

Student must meet established standards to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as the use of standardized tests, grades, a portfolio or an anthology of the student's work. It is recommended that students not be retained more than twice in grades K through 8.

STUDENT SALES AND SOLICITATIONS

The Carteret County Board of Education recognizes the necessity for schools to raise money through fund raising events. All fund raising activities sponsored by schools must meet policy requirements and be approved in advance by the Board of Education.

The Board's first priority in any such activity is student safety. Therefore, the Board does not approve of students in kindergarten through 8th grade participating in door-to-door sales or solicitations without the close supervision of a parent or guardian.

Student fundraising award and celebration events shall emphasize school and community spirit and will include all students regardless of their participation or amount of sales. Students may only be excluded from participation in a celebration event if they do not meet academic or behavior guidelines as established by the school.

Parents, guardians or others may make a tax exempt donation based on an amount established by the event sponsor instead of having their child participate in any type of sales or solicitations.

Students may not participate in any fund raising activity involving a lottery, a raffle, or any other game of chance.

Schools will not grant extra academic credit, excuse homework or other assignments, or give any other academic award or penalty based on a student's participation or lack of participation in a fund raising project.

While the Board of Education does not have discretion over the fund raising activities of school related organizations such as Parent/Teacher Organizations, Band or Athletic Booster Clubs, the Board recommends such organizations also follow this policy statement.

Please contact your school principal should you have questions concerning this information. The full text can be found on page 17 of this handbook or under Policy Manual at www.carteretcountyschools.org.

STUDENT SUPPORT

Guidance and counseling programs are provided by the school system with the ultimate aim of improving student performance by increasing skills; helping students make

adjustments; addressing problems that interfere with learning or the classroom environment; and assisting in career and college planning. Each school also has a Student Assistance Team that accepts referrals from parents and staff who are concerned about a student's academic progress and/or school behavior.

STUDENT SURVEYS

Based on the Protection of Pupil Rights Amendment (PPRA), the school system must obtain prior written consent of a parent or eligible student before the student is required to participate in any Department of Education-funded survey, analysis or evaluation that reveals information concerning the following "protected topics": political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program). Surveys of this type not funded by the Department of Education require prior notification, giving parents the right to exclude their child/children from participation.

Upon request, parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey. The school system will take measures to protect the identification and privacy of students participating in any survey concerning any of the protected topics. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

TARDY AND EARLY CHECKOUT POLICY

To protect instructional time, parents/guardians are asked to avoid tardies and avoid checking their child out early unless the child is ill, has a doctor's appointment, or other excusable absences noted under attendance. Your child's school will notify you of the procedures for handling tardies.

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School Information:

Atlantic Elementary School P. O. Box 98 Atlantic, NC 28511	www.carteretcountyschools.org/aes 252-225-3961 phone 252-225-1077 fax
Beaufort Elementary School 110 Carraway Drive Beaufort, NC 28516	www.carteretcountyschools.org/bes 252-728-3316 phone 252-728-2753 fax
Beaufort Middle School 100 Carraway Drive Beaufort, NC 28516	www.carteretcountyschools.org/bms 252-728-4520 phone 252-728-3392 fax
Bogue Sound Elementary School 3323 Hwy 24 Newport, NC 28570	www.carteretcountyschools.org/bses 252-393-1279 phone 252-393-1379 fax
Broad Creek Middle School 2382 Highway 24 Newport, NC 28570	www.carteretcountyschools.org/bcms 252-247-3135 phone 252-247-5114 fax
Croatan High School #1 Cougar Lane Newport, NC 28570	www.carteretcountyschools.org/chs 252-393-7022 phone 252-393-1223 fax
East Carteret High School 3263 Highway 70 Beaufort, NC 28516	www.carteretcountyschools.org/echs 252-728-3514 phone 252-728-3487 fax
Harkers Island Elementary School 1163 Island Road Harkers Island, NC 28531	www.carteretcountyschools.org/hies 252-728-3755 phone 252-728-6399 fax
Morehead Elementary School 3316 Arendell Street Morehead City, NC 28557	www.carteretcountyschools.org/mes 252-726-1131 phone 252-726-5896 fax
Morehead Middle School 400 Barbour Road Morehead City, NC 28557	www.carteretcountyschools.org/mms 252-726-1126 phone 252-726-4980 fax
Morehead Primary School 4409 Country Club Road Morehead City, NC 28557	www.carteretcountyschools.org/mps 252-247-2448 phone 252-247-3127 fax

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Newport Elementary School www.carteretcountyschools.org/nes
219 Chatham Street 252-223-4201 phone
Newport, NC 28570 252-223-4107 fax

Newport Middle School www.carteretcountyschools.org/nms
500 E. Chatham Street 252-223-3482 phone
Newport, NC 28570 252-223-4914 fax

Smyrna Elementary School www.carteretcountyschools.org/ses
174 Marshallberg Road 252-729-2301 phone
Smyrna, NC 28579 252-729-1015 fax

West Carteret High School www.carteretcountyschools.org/wchs
4700 Country Club Road 252-726-1176 phone
Morehead City, NC 28557 252-726-6290 fax

White Oak Elementary School www.carteretcountyschools.org/woes
555 W. B. McLean Blvd. 252-393-3990 phone
Cape Carteret, NC 28584 252-393-2773 fax

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BOARD POLICIES

Here are a few policies of particular interest to students and parents. Policies concerning discipline have not been included in this handbook. The North Carolina General Assembly recently passed Session Law 2011-282 which is an act to reorganize the general statutes relating to school discipline. These changes will be incorporated in our discipline policies. The updated policies will be on our school system's website, www.carteretcountyschools.org. Click on Policy Manual on the left hand side of the page. Discipline policies are included in the 4000 series. You may request a hard copy of a particular policy from your school office or the central administrative office of the school system.

USE OF COMMUNICATION DEVICES -POLICY 4318

The board has a responsibility to provide for orderly schools and classrooms that are conducive to learning. Because laser pointers and electronic communication devices can disrupt the orderly environment, the board restricts their use on school grounds.

A. PROHIBITED BEHAVIOR

Students are prohibited from possessing a personal laser pointer on school campuses unless authorized by their teacher for instructional purposes.

Except as otherwise permitted under this policy, students shall not use, display, transmit or have in the "on" position on school property during the instructional day any communication device, including, but not necessarily limited to, cellular telephones, paging devices, two-way radios, cameras, music players or similar devices.

School officials may authorize individual students to use such devices when there appears to be a compelling need for such communication. School officials may authorize individual students to use such devices for instructional purposes provided students are supervised during the use. Students are prohibited from making unauthorized photographic, video or audio recordings.

B. CONSEQUENCES

Students shall be personally and solely responsible for the security of these devices. However, when a student is in violation of this policy, the device shall immediately be confiscated by school personnel. Communication devices that are confiscated by school personnel shall be returned only to the student's parent or guardian. Carteret County Public Schools shall not assume responsibility for theft, loss or damage of a cell phone or any other communication device.

Students who violate this policy shall be deemed to have created a disruption to the instructional environment and shall be punished in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). Consequences may include suspension from school for up to 10 days.

The following factors may subject a student to more stringent disciplinary action, up to and including expulsion if warranted:

1. using communication devices to reproduce images of tests, to access unauthorized school information or to assist students in any aspect of their instructional program in a manner that violates any board policy, regulation or school rule;
2. using cellular telephones or other devices with photographic capabilities in student locker rooms, restrooms or any other student changing areas, or in any manner to produce sexually explicit images, whether such use occurs during the instructional day or during any school sponsored activities; and
3. using a laser pointer in a way that reasonably could or does cause physical harm.

STUDENT SALES AND SOLICITATIONS

The Carteret County Board of Education recognizes and supports parents' commitment to the improvement of their children's schools. The Board encourages parent participation in all school activities and is keenly aware of its obligation to the safety of students.

School fundraising activities are permitted but are required to follow these guidelines:

1. The written summary of the Board of Education's policy concerning student sales and solicitations shall be included with all fund raising material distributed to students.
2. Fundraising is limited to projects that have as their purpose the improvement of the school program, school facilities, or the sponsorship of worthwhile student activities.
3. Each principal shall limit fund-raising activities to those activities that do not compromise instructional time.
4. The Board of Education does not approve of students in kindergarten through 8th grade participating in door-to-door sales or solicitations without the close supervision of a parent or guardian.
5. Incentive awards shall emphasize broad participation and school/community spirit as opposed to the giving of awards for the most sales or the holding of reward events affecting only a limited number of participants. Student exclusion from a celebration event shall not be based on project participation or number of sales.
6. Before submitting projects for approval, principals shall ensure that the net profit available to a school from any project be at least forty percent (40%) of gross sales, excluding incentive awards.
7. Parents, guardians or others may make a tax-deductible donation based on a monetary amount established by the event sponsor in lieu of participating in school fund raising activities.
8. Students may not participate in any fund raising activity involving a lottery, a raffle, or any other game of chance.
9. Schools will not grant extra academic credit, excuse homework or other assignments, or give any other academic award or penalty based on a student's participation or lack of participation in a fund raising project.

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10. All fund raising activities sponsored by schools shall be approved in advance by the Carteret County Board of Education.

While the Board of Education does not have discretion over the fund raising activities of school related organizations such as Parent/Teacher Organizations, Band or Athletic Booster Clubs, the Board recommends that such organizations also follow the above guidelines.

GRADING AND RANKING OF HIGH SCHOOL STUDENTS - POLICY IKAA

The primary purpose of grading and ranking students is to keep parents and students fully informed of each student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction. While a completely uniform grading system at and between all school levels may not be possible, the grading system must be fair and consistent to accomplish its purpose. The Superintendent or his designee will develop a regulation in accordance with this policy.

REGULATION

STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF CARTERET COUNTY HIGH SCHOOL STUDENTS

Calculations are based on a standardization of: 1) academic course levels; 2) grading scales; and 3) the weighting of course grades. Class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Honor (Advanced) courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

Academic Course Levels and Associated Weights

Standard (S) Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

Honors (H) Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such Honors (H) courses, if the Standard (S) level of the course is offered at the high school.

Advanced Placement (AP) Course content, pace and academic rigor is college-level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in

cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Grading Scales

High Schools use the following grading scale. The conversion of grades to quality points is standardized and made equivalent with other options provided by the State. Conversion of percentage grades to letter grades is according to the following widely used scale: 93-100=A; 85-92=B; 77-84=C; 70-76=D; 69 and below = F.

Grades and the corresponding number of quality points are shown below:

96-100%=4.00	91%=3.8	86%=2.7	81%=2.3	76%=1.50
95%=3.88	90%=3.25	85%=2.63	80%=2.00	75%=1.38
94%=3.75	89%=3.13	84%=2.50	79%=1.88	74%=1.25
93%=3.63	88%=3.00	83%=2.38	78%=1.75	73%=1.13
92%=3.50	87%=2.88	82%=2.25	77%=1.63	
70-72%=1.0	≤69%=0.00			

Courses that Are Eligible for Weights

Courses eligible for weights include 9th grade (except Algebra 1) and higher level courses that fall into one of the following three categories:

1. Honors sections of standard level academic courses. Such courses are assigned to category H provided that the standard (S) level of the course is also offered at the high school (1 point);
 2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point)
 3. All AP/IB and higher level college courses (2 points)
- Remedial courses and vocational courses are not eligible for weighting.

STUDENT AND PARENT GRIEVANCE PROCEDURE POLICY 1740/4010

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Board policy 1742/5060, Responding to Complaints, identifies these different processes and provides a mechanism for resolving complaints in an informal manner.

While the board encourages informal resolutions, the board recognizes that students and parents may want a more formal process for certain types of complaints or if an informal process was not satisfactory. This policy provides a complaint procedure that can be used as described below.

Any parent or student who is unclear of the options for proceeding with a concern may contact the principal's office or the superintendent's office for further information and copies of all applicable board policies.

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B. DEFINITIONS

1. Days means the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
2. Final Administrative Decision means a decision of a school employee from which no further appeal to a school administrator is available.
3. Grievance means a formal complaint regarding specific decisions made by school personnel which alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age or disability also may be submitted as a grievance. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.
4. Grievant means the parent or student or group of parents or students submitting the grievance.
5. Official means the school system personnel hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each level should be considered a maximum and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official will make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays are not permitted that interfere with the exercise of any legal rights. Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay, the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system will consider requests to hear grievances from a group of grievants, but the board and

officials have the discretion to respond to individual grievants.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, any grievant intending to be represented by legal counsel must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Reporting Grievance

- a. Whenever a student or parent/guardian believes that he/she has been adversely affected by a decision of a school employee, the student or parent/guardian may file a grievance as provided in this policy.
 - b. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in reporting may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
 - c. A student who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or actions at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in board policy 1742/5060, Responding to Complaints, is appropriate and the principal shall address the concern following that board policy.
 - d. Even if the principal is the employee whose decision or action is at issue, the student shall submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or the superintendent's designee.
- #### 2. Investigation
- a. The principal shall schedule and hold a meeting with the student and/or parent within five school days of receiving the request. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
 - b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

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3. Response by Principal

a. The principal shall provide a written response to the written grievance within ten days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal cannot disclose information about other students or employees that by law is considered confidential.

b. A copy of the grievance and the principal's response shall be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant and principal, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent cannot disclose information about other students or employees that by law is considered confidential.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant shall have a right to appeal a final administrative decision to the board of education (see Mandatory Appeals below). If a grievant has not alleged such specific violations, he/she may request a hearing before the board, which the board may grant at its discretion (see Discretionary Appeals below).

a. Mandatory Appeals

1. If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.

2. A hearing will be conducted pursuant to board policy 2500, Hearings Before the Board.

3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1. If the grievant is dissatisfied with the superintendent's response to his/her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure or local board of education policy or procedure, within five days of receiving the superintendent's response, the grievant may

submit to the superintendent a written request for a hearing before the board of education.

2. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chair shall appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3. If the board decides to grant a hearing, the hearing will be conducted pursuant to board policy 2500, Hearings before the Board.

4. The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. SPECIAL CIRCUMSTANCES

1. Discrimination on the Basis of Sex

Sexual harassment complaint procedures are established in board policy 1745/4027. For other complaints of discrimination on the basis of sex, if the grievant is dissatisfied with the principal's written response, the grievance may be appealed to the Title IX coordinator. The Title IX coordinator shall review the written documents and may conduct any factual inquiry and hold a conference as necessary to make a determination of whether there was discrimination on the basis of sex. The Title IX coordinator will provide a written response within 10 days of receiving the grievance unless additional time is necessary to complete any investigation. If the corrective steps involve actions outside of the scope of the Title IX coordinator's responsibilities, the superintendent or designee also will be notified so that responsibility for the corrective steps can be delegated to the appropriate individual. If still not satisfied, the student may appeal the Title IX coordinator's response to the superintendent and board as provided in this policy. (See also policy 1710/4021/7230 as it relates to the Title IX coordinator.)

2. Discrimination on the Basis of Disability

If the student alleged discrimination on the basis of a disability and the student is dissatisfied with the principal's written response, the grievance may then be appealed to the Section 504/Americans With Disabilities Act ("504/ADA") coordinator. The 504/ADA coordinator shall review the written documents and may conduct any factual inquiry and hold a conference as necessary to make a determination of whether there was discrimination on the basis of disability. The 504/ADA coordinator shall provide a written response within 10 days of receiving the grievance unless additional time is necessary to complete any investigation. If the corrective steps involve actions outside the scope of the 504/ADA coordinator's responsibilities, the superintendent or designee also shall be notified so that responsibility for the corrective steps can be delegated to the appropriate individual. If still not satisfied, the student may appeal the 504/ADA coordinator's response to the superintendent and board as provided in this policy. (See also policy 1710/4021/7230 as it relates to the 504/ADA coordinator.)

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3. Appeal of Superintendent's Decision

If a student wants to initiate a formal grievance in regard to a certain decision made by the superintendent that directly and specifically affects the student, the general process described in this policy will be used except the grievance will be submitted directly to the superintendent.

G. RECORDS

Records of discrimination complaints will be maintained as required by 1710/4021/7230.

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE - POLICY 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. *Alleged Perpetrator* The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.
2. *Complaint* A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.
3. *Complainant* The complainant is the individual complaining of being discriminated against, harassed or bullied.
4. *Days* Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday-Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
5. *Investigative Report* The investigative report is a written account of the findings of the investigation conducted in response to a complaint.
6. *Investigator* The investigator is the school official responsible for investigating and responding to the complaint.
7. *Report* A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.
8. *Serious bullying* Serious bullying occurs when (1) one incident of bullying inflicts more than trivial physical or psychological injury; or (2) two or more bullying incidents in a school year involve the same victim or perpetrator. ("Bullying" is defined in policy 1710/4021/7230.)

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or serious bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy. Investigations of reports under this subsection shall be performed in accordance with section D.2 below. In such investigations, where section D. 2 refers to "complainant" the term "alleged victim" will be substituted as required by context. The investigator shall prepare and file a report and otherwise proceed as provided in section D.3 below except the investigator is not required to notify the person filing the report of the results of the investigation.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. for a student, to the student's teacher, the principal or the assistant principal at the student's school;
- b. for an employee, to an immediate supervisor;
- c. if the designated recipient of a complaint is the alleged perpetrator, the complaint should be filed with the next person in the following line: (1) the assistant superintendent of human resources; (2) the superintendent; (3) the chairman of the board of education;
- d. in addition to the above, any student or employee shall have the right to file a complaint directly with the Title IX coordinator for claims of sex discrimination or sexual harassment; and
- e. in addition to the above, any student or employee shall have the right to file a complaint directly with the Section

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504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability.

Any school official who receives a complaint of sex discrimination or sexual harassment shall forward such complaint to the Title IX coordinator and any school official who receives a complaint of discrimination on the basis of a disability shall forward such complaint to the Section 504 coordinator or the ADA coordinator.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows:

- i. If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.
- ii. If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
- iii. If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.

iv. If the alleged perpetrator is the assistant superintendent for human resources, the superintendent or designee is the investigator.

v. If the alleged perpetrator is the superintendent, the board attorney or such other person designated by the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)

vi. If the alleged perpetrator is a member of the board, the board attorney or such other person designated by the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)

b. As applicable, the investigator shall immediately notify the Title IX, Section 504 or ADA coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.

c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.

d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.

e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.

School officials should be particularly sensitive to the fact that anonymous reports can be fraught with personal retribution, improper motives and abuse. As a result, investigations based on anonymous reports should be conducted with extreme care and should initially include an interview with any witnesses who could confirm or refute the allegation and should also include an interview with the alleged victim or class of victims, unless there is compelling reasons not to conduct such interviews at the initial stage of an investigation. After these initial steps, if the investigator finds no substantiation that the alleged perpetrator has engaged in discrimination, harassment or bullying, the investigator may elect to end the investigation. In such case, however, the investigator should make a report of the anonymous complaint to the assistant superintendent who is

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responsible for personnel and both the investigator and the assistant superintendent shall, to the extent practical, be sensitive to any developing patterns of conduct by the alleged perpetrator consistent with discrimination, harassment or bullying, and if those patterns develop, shall respond accordingly. b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230. c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504 or ADA coordinator.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;
 - ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether, the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator, or recommended for imposition, in accordance with board policy. All disciplinary action against the alleged perpetrator

will be taken pursuant to board policy and, if applicable, law.

4. Appeal of Investigative Report

- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the superintendent, in which case the complainant may appeal directly to the board in accordance with the procedure described in subsection E.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.
- b. If the complaint is against the superintendent, and the appeal is to the board, the board will respond within a reasonable time after receiving the appeal taking into account its normal meeting schedule.
- c. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if the board determines further investigation advisable, and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, and if the complainant is entitled to a hearing, the board will hold a hearing pursuant North Carolina General Statute 115C-45(c). Any such hearing will be held by the board within a reasonable time after receiving the appeal taking into account its normal meeting schedule. Decisions will be issued within a reasonable time after the hearing.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process. However, and notwithstanding the time sensitivity in processing complaints under this policy, the overriding concern during the *investigatory stage* is a full, fair and thorough investigation and if the investigator or reviewer needs additional time in order to complete his or her work, he or she may seek an extension of time from the superintendent (or from the chairman of the board if the superintendent is the investigator). The reason for an extension of time shall be documented and each time extension granted shall also be documented. The complainant will be advised of all extensions of time to complete the investigation that are granted and the reasons for such extension. If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall

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make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted. Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

STUDENT FEES - POLICY 4600

The board will hold student fees to a minimum. No fee will be charged for required courses or activities. However, the board recognizes the need for student fees to fund certain school activities that are not funded by local, state or federal funds.

A. STUDENT FEES

Each principal is required to submit a list of any fees to the superintendent prior to the opening of school. The superintendent shall adopt procedures providing that student fees, including graduation fees, class dues, fees for additional transcripts and parking, and locker and agenda fees, are reasonably consistent among the different levels and schools. The board must explicitly approve all of these fees. The board also approves and delegates to the school principals the authority to collect the following types of fees: (1) fees for participation in elective, extracurricular clubs or activities; (2) fees for instructional or project materials which will be used in an elective course and will then

become the property of the student; and (3) fees for field trips or other educational programs. In addition, principals may charge students to attend sporting or social events or to purchase optional school-related items such as annuals or school insignia clothing. The superintendent shall submit the schedule of approved fees and charges to the state Superintendent of Public Instruction.

B. FINES

Damage fines may be charged to the parents or guardians of students who are responsible for the loss of or damage to books, materials, supplies or equipment.

C. FEES WAIVERS

Any fees imposed will be waived or reduced for students who demonstrate economic hardship. The superintendent shall be responsible for establishing procedures to review requests for fee waivers or reductions. As provided in policy 1310/4002, Parental Involvement, each principal shall publish or post the schedule of fees and notify students and parents of the availability of and the process for requesting a fee waiver or reduction.

VOLUNTEERS IN THE SCHOOLS

It is the intent of the Carteret County Public Schools to promote and encourage the use of volunteers in order to expand and enhance parental and community involvement in the schools and to provide additional resources for students and faculty members. While promoting and utilizing volunteers, the Carteret County Public Schools are committed to maintaining a high level of safety and security.

A. DEFINITION OF A VOLUNTEER

A volunteer under this policy is defined as any individual who volunteers his or her time to the Carteret County Public Schools to provide direct services to, or supervision of, students and who has been approved by the office of Human Resources and the school's principal/designee to act as a volunteer in that school. Volunteers under this policy have direct contact with students under limited supervision by school staff on a scheduled basis, may spend solitary time with student(s) for short periods of time, may be outside the view of school staff or other adults with students for extended periods of time, and may be used as chaperones on field trips. Examples of volunteers are, but are not limited to, participating as a tutor during or after school, a mentor, a field trip chaperone or volunteer driver, a volunteer coach, a volunteer with band/chorus/clubs on a scheduled basis, a medical helper, and a scheduled classroom helper.

B. CRIMINAL BACKGROUND CHECK

In order to protect the safety and security of children and school staff, all volunteer applicants must submit to a criminal background check. The process is initiated by an individual completing a volunteer application. The principal/designee at each school will submit to the Office of Human Resources all volunteer applications as they are completed. The Office of Human Resources will conduct a ten year minimum criminal background check on all

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volunteers by utilizing internet based data or other sources reasonably available. The Office of Human Resources will attempt to conduct such criminal background checks in all states where the volunteer has resided during the previous ten years. An initial criminal background check must be performed for every volunteer. After initial criminal background checks are completed and approved, volunteers must report any subsequent criminal charges and convictions to the principal. Failure to do so will result in that individual being deemed ineligible to work as a volunteer. At the request of a school principal/designee, volunteers may be subject to annual criminal background checks.

C. ELIGIBILITY

An individual who wishes to volunteer at a school shall be approved by the Office of Human Resources. Individuals

whose background investigation reveals a charge, a series of charges or a conviction of a crime more serious than a traffic violation, or a pattern of charges of behavior which is determined by the Office of Human Resources to represent a safety or liability issue, shall be ineligible to be a volunteer. Also, any individual refusing to submit to a background investigation shall be ineligible to be a volunteer.

D. NOTIFICATION

A letter will be sent from the Office of Human Resources to each applicant whose request for volunteer status has been denied with a copy sent to the school principal/designee. The decision on whether to approve the volunteer candidate shall be based upon the best interests of the school and its students.

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CURRICULUM GUIDES

These curriculum guides provide an overview of the curriculum that will be used to teach your child. Instruction follows the North Carolina Standard Course of Study which is a guide for all schools. This should provide you with a better understanding of the major study areas of language arts, mathematics, science, social studies, technology education, and healthful living. Students also have instruction in arts education and library/media use.

As parents or guardian, you are an essential part of your child's total school program. Your involvement in school activities help make your child's experiences successful. Curriculum Guides are a 'work in progress' and are subject to change.



Kindergarten: What Will My Child Learn in Kindergarten, 2011-2012

LANGUAGE ARTS: Reading

- Knows parts of books and their functions
- Demonstrates understanding of text directionality and voice print match when listening or reading a familiar text
- Understands differences between letters, words, and sentences
- Understands that spoken language is a sequence of identifiable sounds
- Understands sounds of letters and identifies words that begin and end alike
- Identifies rhyming words
- Recognizes and names upper and lower case letters of the alphabet
- Recognizes some common words by sight, own name, and environmental print such as signs and labels
- Recognizes most beginning letter-sounds in one-syllable words
- Reads or begins to read
- Demonstrates familiarity with a variety of types of books and selections
- Uses new vocabulary and language
- Understands parts of a story (e.g., beginning, middle, end, characters, details)
- Follows oral/picture directions
- Activates prior knowledge and experiences before and during reading
- Predicts possible events before and during reading
- Connects information and events in books to own experiences
- Retells stories and short conversations

Writing

- Represents spoken language with temporary and/or conventional spelling
- Writes most letters of the alphabet
- Takes part in writing activities
- Uses new vocabulary in writing
- Writes for different purposes

MATHEMATICS: Number and Operation

- Reads, writes, and counts using whole numbers; rote counts forward to 30 or beyond
- Compares and orders sets and numbers to 30
- Uses ordinal numbers first through tenth
- Creates/identifies/estimates sets with more, less, or equal
- Estimates quantities fewer or equal to 10
- Recognizes equivalence in sets and numbers 1-10

- Shares equally between two people; explains solution
- Creates and solves story problems within a group

Measurement

- Compares and orders objects using appropriate vocabulary
- Recognizes concepts of calendar using appropriate vocabulary

Geometry

- Identifies, builds, draws and names circles, triangles and rectangles
- Identifies, builds and names spheres and cubes
- Identifies likenesses and differences in geometric groups
- Uses directional and positional words
- Completes simple spatial visualization tasks and puzzles

Analysis and Probability

- Collects data to create concrete and pictorial graphs; describes the results as a group activity.

Algebra

- Sorts by a given attribute and explains
- Creates and extends patterns with actions, words, and objects

SCIENCE: Understandings His/Her World

The focus of kindergarten science is centered on students using all the five senses to make observations of events in both indoor and outdoor settings that make up their world. Students will make observations and build an understanding of:

- Similarities and differences in animals
 - Weather concepts
 - Properties of common objects such as clay and wood
- Students will use tools and measurement to increase their ability to describe their world.

SOCIAL STUDIES: Self and Community

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining objects about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet those needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

TECHNOLOGY EDUCATION

- Identifies parts of the computer and how to operate it
- Becomes familiar with the keyboard
- Groups and sequences items
- Respects the work of others
- Demonstrates responsible care of resources
- Explores multimedia
- Observes online resources

HEALTHFUL LIVING

- Learns and identifies healthy foods
- Recognizes influences and feelings
- Understands heart rate
- Develops locomotor, non-locomotor and combination skills
- Learns basic health-related vocabulary
- Develops a joy of play



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1st Grade: What Will My Child Learn in First Grade, 2011-2012

LANGUAGE ARTS: Reading

- Counts syllables in a word
- Changes the beginning, middle and ending sounds to produce new words
- Creates and states rhyming words
- Demonstrates decoding and word recognition strategies and skills
- Generates the sounds from all the letters and appropriate letter patterns
- Uses phonics knowledge to decode regular one-syllable words
- Reads many high frequency words
- Reads compound words, contractions and word families
- Self-corrects as reading
- Reads independently 15 minutes daily
- Fluently reads aloud and comprehends any text that is designed for 1st grade
- Reads using:
 - prior knowledge
 - summary
 - questions
 - graphic organizers
- Predicts and explains what will happen next in stories
- Self-monitors comprehension by using one or two strategies (questions, retelling, summarizing)
- Elaborates on how information and events connect to life experiences

Writing

- Uses basic punctuation and basic capitalization
- Uses strategies to plan writing
- Revises writing with support
- Writes all upper and lower case letters
- Writes legibly in manuscript
- Correctly spells words used frequently
- Writes about experiences to tell a story or describe an event
- Composes variety of writing products
- Responds to own writing as well as writing of others

MATHEMATICS: Number and Operations

- Makes sets and matches numerals up to 99
- Reads and writes numerals to 99
- Compares/orders sets and numerals up to 99
- Understands place values (ones, tens)
- Estimates quantities fewer than or equal to 100
- Recognizes sets and numbers up to 100 that are equivalent
- Groups and counts objects by 2s, 5s, and 10s with models and pictures
- Develops fluency with single-digit addition and subtraction using strategies such as modeling and composing
- Creates and solves problems using addition and subtraction, divides equally between 2 or 3, uses problem-solving strategies

SCIENCE

The focus is on using senses to make observations based on their own rules for classifications and on experimenting to discover the properties of living and nonliving objects.

Students will conduct investigations and make observations to build an understanding of:

- the needs of living organisms
- solid earth materials

- the properties and relationships of objects
- balance, motion and weighing of objects



SOCIAL STUDIES

Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others around the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

TECHNOLOGY EDUCATION

- Respects the computer work of others
- Uses technology at school and at home
- Gathers, organizes and displays data
- Uses word processing
- Explores multimedia
- Demonstrates responsible care of resources
- Observes online resources



HEALTHFUL LIVING

- Seeks appropriate help
- Recognizes that feelings are normal
- Develops healthy relationships
- Identifies incorrect uses of medicines
- Demonstrates respect
- Develops static and dynamic balances
- Improves manipulative skills
- Follows rules and procedures
- Develops flexibility, muscular strength and endurance

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2ND Grade: What Will My Child Learn in Second Grade, 2011-2012

LANGUAGE ARTS: Reading

- Uses phonics, knowledge of syllables, suffixes, prefixes, and root words
- Reads most high frequency and many irregularly spelled words
- Self-monitors decoding by using letter-sound knowledge of all consonants and vowels
- Reads independently for 20 minutes daily
- Frequently reads and comprehends text - fiction, nonfiction, poetry and drama appropriate for second grade
- Reads expository materials for answers to specific questions
- Poses possible how, why and what if questions to understand and/or interpret text
- Self-monitors comprehension
- Recalls main idea, facts and details from a text
- Discusses similarities and differences in texts
- Interprets information from diagrams, charts and maps
- Uses personal experiences and knowledge to interpret written and oral messages
- Connects and compares information
- Increases oral and written vocabulary
- Uses synonyms for commonly over-used words
- Uses oral communication to identify, organize and analyze information

Writing

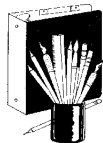
- Correctly spells, using previously studied words and spelling patterns in own writing
- Represents all the sounds of a word with appropriate letters when writing
- Produces various forms of writing independently with little assistance
- Writes a one or two paragraph narrative and informative presentation
- Uses punctuation and capitalization
- Plans and decides what to write by using brainstorming, drawing, and webbing
- Revises, with assistance, to clarify details and refine writing
- Checks spelling, mechanics, and format in final writing products
- Uses the following parts of a sentence in oral and written products: subject, predicate, modifier
- Uses formal/literary language instead of oral language patterns to write

MATHEMATICS: Number and Operations

- Counts, reads and writes numbers to 999
- Compares and orders numbers to 999
- Builds understanding of place value (ones, tens, hundreds ...)
- Estimates numbers to 100
- Recognizes equivalent sets
- Uses groups of 2s, 5s and 10s to count objects
- Develops fluency with single-digit application and corresponding differences
- Creates, models and solves problems using addition, subtraction and fair shares

Measurement

- Measures length, capacity and mass
- Estimates size
- Compares using appropriate language
- Tells time at the hour and half hour and 5-minute intervals
- Solves problems involving applications of time (clock and calendar)



Geometry

- Identifies, builds, draws and names parallelograms, squares, trapezoids and hexagons
- Identifies, builds and names cylinders, cones and rectangular prisms
- Solves problems involving spatial visualization
- Identifies symmetric and congruent figures

Data, Probability, and Statistics

- Collects, organizes, describes and displays data using venn diagrams and pictographs
- Describes events as certain, impossible, more likely or less likely to occur

Algebra

- Sorts and classifies objects by two attributes
- Uses Venn diagrams to illustrate similarities and differences in two sets
- Creates and extends repeating and growing patterns, identifies the pattern unit and translates into other forms
- Writes addition and subtraction number sentences to represent a problem and uses symbols to represent unknown quantities

SCIENCE

The focus for second grade centers on students analyzing collected data over a period of time to make predictions and understand change. Students will conduct investigations and build an understanding of:

- Animal life cycles
- Changes in weather
- Changes in properties
- Concepts of sounds



SOCIAL STUDIES

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand

that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

TECHNOLOGY EDUCATION

- Uses technology in the community, observes online resources
- Respects the computer work of others
- Uses electronic database to locate information
- Demonstrates responsible care of resources
- Builds word processing skills, using drawing tools
- Collects, sorts and displays data
- Explores multimedia tools

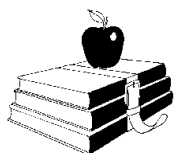
HEALTHFUL LIVING

- Identifies feelings and ways of coping
- Demonstrates dental hygiene
- Understands serving sizes for food groups
- Identifies harmful substances
- Participates in daily physical activity
- Demonstrates mature movement patterns
- Works cooperatively with others
- Uses concepts in movement control



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3rd Grade: What Will My Child Learn in Third Grade, 2011-2012

LANGUAGE ARTS: Reading

- Applies phonics and structural analysis (roots, suffixes, prefixes, less common vowel patterns, syllable breaks)
- Applies meaning of common prefixes and suffixes
- Increases sight vocabulary, reading vocabulary and writing vocabulary
- Uses word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling and extend meanings of words
- Reads, comprehends and responds to text (fiction, nonfiction, poetry and drama) appropriate for third grade
- Uses strategies to comprehend text (reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell)
- Identifies and interprets author's purpose, plot, conflict, sequence, resolution, lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view, and author's use of figurative language (simile, metaphor, imagery)
- Draws conclusions, makes generalizations and gathers support from text
- Identifies and discusses similarities and differences
- Uses text and own experiences to verify facts, concepts and ideas
- Analyzes, compares and contrasts printed and visual information (graphs, charts, maps)
- Conducts research from a variety of sources

Writing

- Uses the stages of the writing process
- Incorporates feelings such as excitement, humor, suspense, and personal experiences in making word choices in writing a narrative
- Proofreads and edits written work for errors in sentence formation, usage, and spelling
- Uses conventional spelling and punctuation when writing most of the time
- Writes using characters, setting, problem, and solution
- Explains in writing the main idea, lesson, or moral of a selection
- Writes news articles, recipes, directions, interviews and narrative stories



MATHEMATICS: Numeration

- Develops fluency with multi-digit addition and subtraction through 9,999
- Develops fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers
- Uses basic properties (identity, commutative, associative, order of operations)
- Represents fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths)
- Compares and orders fractions (halves, fourths, thirds, sixths and eighths) using models and benchmark numbers (zero, one-half, one) and describes comparisons
- Understands and uses mixed numbers and their equivalent fraction forms

Measurement

- Solves problems using measurement concepts and procedures involving elapsed time and equivalent measures within the same measurement system
- Estimates and measures using appropriate units (capacity, length, mass, temperature in Fahrenheit and Celsius)

Geometry

- Uses appropriate vocabulary to compare, describe, and classify 2- and 3- dimensional figures

- Graphs and identifies points with whole number and/or letter coordinates

- Describes the path between given points on the plane

Data Analysis and Probability

- Collects, organizes, analyzes and displays data (including circle graphs/tables) to solve problems
- Determines the number of permutations and combinations of up to three items
- Solves probability problems using permutations and combinations

Algebra

- Describes and extends numeric and geometric patterns
- Extends and finds missing terms of repeating and growing patterns
- Uses symbols to represent unknown quantities in number sentences
- Finds the value of the unknown in a number sentence

SCIENCE

The focus for third grade students is on identifying systems and patterns of systems. Students will learn that a system is an interrelated group of objects or components that form a functioning unit. Students will conduct investigations and build an understanding of:

- plant growth and adaptations
- soil properties
- the earth/moon/sun system
- the form and function of the skeletal and muscle systems of the human body



SOCIAL STUDIES

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved. Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

TECHNOLOGY EDUCATION

- Becomes aware of the Copyright Law
- Demonstrates responsible and safe use of resources
- Explores information technologies
- Builds word processing techniques
- Uses multimedia tools
- Explores the use of spreadsheets

HEALTHFUL LIVING

- Plans ways of escape from dangerous situations
- Recognizes that behavior is changeable
- Understands the benefits of bicycle safety
- Learns the important nutrients in food groups
- Understands the influences of substance abuse
- Interacts positively with others
- Demonstrates skills in catching, throwing, dancing and basic tumbling
- Creates movement sequences

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4th Grade: What Will My Child Learn in Fourth Grade, 2011-2012

LANGUAGE ARTS: Reading

- Uses word identification strategies appropriately and automatically
- Infers word meanings from taught roots, prefixes and suffixes
- Uses strategies to identify key words
- Increases reading and writing vocabulary
- Reads, comprehends and responds to text (fiction, nonfiction, poetry and drama) appropriate for grade four
- Interacts with the text before, during and after
- Identifies and interprets plot, theme, main idea and supporting details, author's choice of words, mood, and author's use of figurative language
- Makes inferences, draws conclusions, makes generalizations and gathers support
- Summarizes major points
- Determines usefulness of information
- Verifies the meaning or accuracy of the author's statement(s)
- Analyzes characters, events and plots within and between selections
- Makes informed judgment about television and film/video productions
- Analyzes and integrates information from one or more sources to expand understanding of text

Writing

- Uses the stages of the writing process
- Revises paragraphs for meaning/clarity
- Uses concrete images and vivid descriptions in poetry and prose
- Consults various sources to improve or enhance writing
- Uses the five features of writing: focus, organization, supporting details, style and conventions
- Writes imaginative and personal narratives
- Edits written work for errors in sentence formation, word usage and spelling



MATHEMATICS: Numeration and Operations

- Develops numbers sense for rational numbers 0.01 to 99,999
- Builds understanding of place value (hundredths through 10 thousands)
- Makes estimates of rational numbers in appropriate situations
- Develops fluency with multiplication (two-digit by two-digit multiplication (larger numbers with calculator)
- Develops fluency with division (up to three-digit division (larger numbers with calculator)
- Uses strategies for multiplying and dividing numbers
- Understands relationships between operations
- Solves problems using models, diagrams and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths and mixed numbers
- Develops flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil

Measurement

- Develops strategies to determine the area of rectangles and the perimeter of plane figures
- Solves problems involving perimeter of plane figures and areas of rectangles

Geometry

- Uses the coordinate system to describe the location and relative position of points and draw figures in the first quadrant

- Describes the relative position of lines using concepts of parallelism and perpendicularity
- Identifies, predicts and describes the results of transformations of plane figures

Data Analysis and Probability

- Collects, organizes, analyzes and displays data (including line graphs and bar graphs to solve problems)
- Describes the distribution of data using median, range and mode
- Designs experiments and lists all possible outcomes and probabilities for an event

Algebra

- Identifies, describes and generalizes relationships in which:
 - quantities change proportionally
 - change in one quantity relates to change in a second quantity
- Translates among symbolic, numeric, verbal and pictorial representations of number relationships
- Verifies mathematical relationships using:
 - models, words and numbers
 - order of operations and the identity, commutative, associative and distributive properties

SCIENCE

The science focus for fourth grade students is on analyzing systems and learning how systems work. Thinking about and analyzing systems helps students understand the relationship of mass, energy, objects and organisms. Students will make observations and conduct investigations to build an understanding of:

- animal behavior and adaptation
- the composition and uses of rocks and minerals
- magnetism and electricity
- food as a source of energy and materials for growth and repair of the body

TECHNOLOGY EDUCATION

- Uses databases
- Uses spreadsheets
- Demonstrates responsible and safe use of online resources
- Locates information on the Internet
- Develops word processing documents
- Explores e-mail



SOCIAL STUDIES

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians.. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the Revolutionary Period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

HEALTHFUL LIVING

- Sets personal health and fitness goals
- Deals appropriately with feelings
- Learns the risks associated with substance abuse
- Understands the benefits of physical activity
- Learns the components of health-related tests
- Demonstrates dance movements, ball handling skills, inverted balances and jump rope skills
- Shows the concepts of movement performance



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5th Grade: What Will My Child Learn in Fifth Grade, 2011-2012

LANGUAGE ARTS: Reading

- Expands vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues and etymologies (word origins)
- Reads, comprehends and responds to text (fiction, nonfiction, poetry and drama) appropriate for fifth grade
- Uses strategies to monitor comprehension and extend vocabulary (skim, scan, reread the text, consult with other sources, ask for help, summarize, paraphrase and question)
- Interacts with the text before, during and after
- Identifies and interprets plot development, author's choice of words, effectiveness of figurative language and tone
- Evaluates the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics
- Explains and evaluates relationships (casual, hierarchical, temporal and problem-solution)
- Makes connections within and between texts
- Justifies evaluation of characters and events
- Makes informed judgments about television, radio, video/film productions, other formats
- Integrates main idea and supporting details from multiple sources
- Conducts research from a variety of sources
- Makes informed judgments about: bias, propaganda, stereotyping and media techniques

Writing

- Selects vocabulary from reading and discussion to use in own writing
- Consults available sources to improve or enhance writing
- Produces narratives and expository writings
- Considers the purpose and audience when planning and organizing a writing
- Writes for a variety of reasons such as letters, stories and clarification
- Produces work that follows proper conventions such as capitalization and punctuation
- Uses the five features of writing: focus, organization, supporting details, style and convention

MATH: Numeration and Operations

- Develops number sense for rational numbers 0.001 through 999,999
- Builds understanding of place value (thousandths through hundred thousands)
- Compares and orders rational numbers
- Makes estimates of rational numbers in appropriate situations
- Develops fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers)
- Develops and analyzes strategies for adding and subtracting numbers
- Estimates sums and differences
- Develops flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil

Measurement

- Estimates the measure of an object in one system given the measure of that object in another system
- Identifies, estimates and measures the angles of plane figures using appropriate tools

Geometry

- Identifies, defines, describes and accurately represents triangles, quadrilaterals and other polygons

- Makes and tests conjectures about polygons involving:
 - sum of the measures of interior angles
 - lengths of sides and diagonals
 - parallelism and perpendicularity of sides and diagonals
- Classifies plane figures according to types of symmetry (line, rotational)
- Solves problems involving the properties of triangles, quadrilaterals and other polygons

Data Analysis and Probability

- Collects, organizes, analyzes and displays data (including stem-and-leaf plots) to solve problems
- Compares and contrasts different representations of the same data; discusses the effectiveness of each representation
- Solves problems with data from a single set or multiple sets of data using median, range and mode

Algebra

- Describes, extends and generalizes numeric and geometric patterns using tables, graphs, words and symbols
- Uses algebraic expressions, patterns, and one-step equations and inequalities to solve problems
- Identifies, describes and analyzes situations with constant or varying rates of change

SCIENCE

Fifth grade students focus on evidence, models and scientific explanations. Students will conduct investigations to build an understanding of:

- the interdependence of plants and animals
- landforms
- weather and climate
- forces and motion in technological designs.



SOCIAL STUDIES

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

TECHNOLOGY EDUCATION

- Uses search strategies
- Demonstrates responsible and safe use of online resources
- Explores the need for protection against viruses and vandalism
- Participates in curriculum-based telecommunications projects
- Develops multimedia presentations citing sources
- Develops a product using a database
- Evaluates resources and information for accuracy and usefulness
- Selects and uses a variety of technology tools

HEALTHFUL LIVING

- Shows positive ways to control behavior
- Understands puberty
- Develops relationship skills
- Understands food and its uses and dangers
- Demonstrates conflict resolution in sports
- Performs forehand and backhand striking skills
- Performs routines and sequential movement patterns
- Respects individual differences while in activity
- Completes a health-related fitness test
- Develops skill combinations



6th Grade: What Will My Child Learn in Sixth Grade, 2011-2012

LANGUAGE ARTS

The language arts curriculum for sixth graders is divided into six goal areas. These areas cover oral language, written language and other media/technology.

Goal - Expressive -

(This is the area of major emphasis in sixth grade.)

- Uses language to express individual perspectives
- Explores expressive materials
- Interacts in groups
- Uses reflection

Goal - Informational -

- Explores and analyzes informational materials
- Uses many sources to develop informational materials

Goal - Argumentative -

- Examines the foundations and uses of argument
- Explores the problem-solution process

Goal - Critical -

- Uses critical thinking skills and creates criteria to evaluate text and multimedia
- Determines the purpose of the author/creator
- Develops (with assistance) and applies criteria to evaluate quality

Goal - Literary -

- Interprets and evaluates a wide range of literary texts
- Increases fluency, comprehension and insight
- Studies the characteristics of literary genres

Goal - Grammar/Language Usage -

- Understands the application of grammar usage and conventions including parts of speech, subject/verb agreement, pronouns, phrases, vocabulary, dialects, language
- Identifies/edits errors in spoken and written English; uses spelling rules and various sentence lengths/structures, produces final drafts, self corrects everyday speech, proofreads

MATHEMATICS

Sixth graders are taught problem solving through five strands:

- 1 - number and operation;
- 2 - measurement;
- 3 - geometry;
- 4 - data analysis and probability;
- 5 - algebra.

The major mathematical concepts and skills studied in sixth grade are:

- Negative rational numbers
- Percent
- Transformation in the coordinate plane
- Probability
- Equations and inequalities

SCIENCE

Learners study natural and technological systems. The goals of this area are that students will:

- Design and conduct investigations and demonstrate an understanding of scientific inquiry
- Build an understanding of geological cycles, forces, processes and agents which shape the lithosphere
- Investigate the cycling of matter
- Build an understanding of the Solar System

SOCIAL STUDIES

Students in the middle grades continue the geographic study of world regions by examining South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They engage in an historical study of the development of North Carolina.

In the sixth grade, students compare and connect elementary studies to the study of South America and Europe, including Russia.

- Uses five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.
- Assesses the relationship between the physical environment and cultural characteristics of selected societies and regions of South America and Europe.
- Analyzes the impact of interactions between humans and their physical environments in South America and Europe, and the ways decisions are made about economic resources.
- Identifies significant patterns in the movement of people, goods, and ideas over time and place in South America and Europe.
- Assesses connections between historical events and contemporary issues, and the influence of individuals/cultural groups in these two areas.
- Compares the rights and civic responsibilities of individuals in political structures in South America and Europe.
- Recognizes the common characteristics of different cultures in South America and Europe.

TECHNOLOGY EDUCATION

Using technology is required for a person to be successful in today's world. While in middle school, students continue to acquire computer skills and use them in all classes. Students are taught to use word processing, spread sheets, and databases in everyday and work-related situations.

As a North Carolina requirement for graduation from high school, all students must pass the Computer Skills Test. The test is scheduled to be given online to eighth graders. In sixth grade, your student:

- Demonstrates responsible and safe uses of online resources.
- Uses formulas in a spreadsheet
- Uses search strategies with two or more criteria in a database
- Increases productivity and accuracy in keyboarding
- Uses word processing, spreadsheet, database and multimedia assignments in all subject areas
- Locates and retrieves information using telecommunications
- Selects and uses a variety of technology tools

HEALTHFUL LIVING

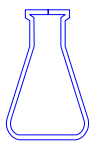
Students in the sixth grade will cover stress management, protecting self/others, relationships, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, diversity, social wellness, movement forms, fitness and sports literacy.

Focus Areas for the Sixth Grade

- Decision making
- Assertive refusal and negotiation skills
- Manipulative skills that impact the quality of movement patterns
- Dietary guidelines
- Relationship between food consumption, physical activity levels and body weight
- Social and physical consequences of alcohol, tobacco and other drug use
- Appreciation of creative aspects of skilled performance in school, home and community
- Setting realistic physical activity goals and a plan to obtain them
- Resolving interpersonal conflicts in a non-combative way

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7th Grade: What Will My Child Learn in Seventh Grade, 2011-2012

LANGUAGE ARTS

The language arts curriculum for seventh graders is divided into six goal areas.

Goal - Argumentative -

(This is the area of major emphasis in seventh grade.)

- Refines understanding and uses of argument
- Analyzes a variety of public documents that establish a position or point of view
- Uses the problem-solution process
- Creates arguments that evaluate

Goal - Expressive -

- Uses language to express individual perspectives in response to personal, social, cultural, historical issues
- Narrates an account such as a news story
- Connects self to print/non-print materials
- Interacts in group settings and uses reflection

Goal - Informational -

- Explores and analyzes informational materials
- Responds to informational materials
- Uses multiple sources to develop materials

Goal - Critical -

- Uses critical thinking skills and creates criteria to evaluate text and multimedia

Goal - Literary -

- Interprets/evaluates a range of literary texts
- Studies the characteristics of literary genres

Goal - Grammar/Language Usage -

- Understands the application of grammar usage and conventions including parts of speech, subject/verb agreement, pronouns, phrases, vocabulary, dialects, language
- Identifies/edits errors in spoken and written English; uses spelling rules and various sentence lengths/structures, produces final drafts, self corrects everyday speech, proofreads

MATH

Seventh graders are taught problem solving through five strands:

- 1 - number and operations;
- 2 - measurement;
- 3 - geometry;
- 4 - data analysis;
- 5 - algebra.

The major mathematical concepts and skills studied in seventh grade are:

- Computation with rational numbers
- Volume and surface area
- Box plots and histograms
- Equations and inequalities
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years.

Students will maintain the following concepts and skills:

- Number properties
- Percent
- Probability
- Transformations in the coordinate plane

SCIENCE

Learners study the interactions and limits of natural and technological systems. Four strands provide a context for teaching content: The Nature of Science, Science as Inquiry, Science and

Technology, and Science in Personal and Social Perspectives. The goals of this area are that students will:

- Design and conduct investigations to demonstrate an understanding of scientific inquiry
- Conduct investigations, use models, simulations, and technology and information systems to build an understanding of the nature of the human body system
- Conduct investigations, use models, simulations, technologies and information systems to build an understanding of motion and forces

SOCIAL STUDIES

Students in the middle grades continue the geographic study of world regions as they examine South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They also engage in an historical study of the creation and development of the state of North Carolina.

- In the seventh grade, students compare and connect elementary and sixth grade studies to the study of Africa, Asia, and Australia.
- Assesses the relationship between the physical environment and cultural characteristics of selected societies and regions of the areas
- Analyzes the impact of interactions between humans and their physical environments in Africa, Asia, and Australia
- Identifies significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia
- Evaluates the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources
- Analyzes the different forms of government developed in Africa, Asia, and Australia
- Compares the rights and civic responsibilities of individuals in political structures in the three areas
- Recognizes the common characteristics of different cultures in Africa, Asia, and Australia
- Describes the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia

TECHNOLOGY EDUCATION

Using technology is required for a person to be successful in today's world. At the middle school, students continue to acquire computer skills and use them in all classes. Students are taught to use word processing, spread sheets, and databases in everyday and work-related situations.

As a North Carolina requirement for graduation from high school, all students must pass the Computer Skills Test. The test is scheduled to be given online to eighth graders, and will contain two parts - multiple choice and performance questions. In seventh grade, your student:

- Demonstrates Copyright and Fair Use Guidelines
- Uses formulas in a spreadsheet
- Uses search strategies with two or more criteria in a database
- Increases productivity and accuracy in keyboarding
- Uses word processing, spreadsheet, database and multimedia assignments in all subject areas
- Evaluates resources and information for accuracy and usefulness
- Selects and uses a variety of technology tools

HEALTHFUL LIVING

Focus Areas for Seventh Grade

- Stress management
- Basic first aid and injury prevention
- Healthy versus unhealthy relationships
- Weight management
- Social, emotional, physical and economic consequences of alcohol, tobacco and other drug use

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8th Grade: What Will My Child Learn in Eighth Grade, 2011-2012

LANGUAGE

The language arts curriculum for eighth graders is divided into six goal areas.

Goal - Expressive -

- Uses language to express individual perspectives through analysis of personal account
- Uses reflection

Goal - Informational -

- Analyzes and evaluates informational materials read, heard and/or viewed
- Evaluates and uses information from a variety of sources

Goal - Argumentative -

- Continues to refine use and understanding of argument
- Evaluates public documents
- Creates persuasive products

Goal - Critical -

- Continues to refine critical thinking skills and creates criteria to evaluate text and multimedia

Goal - Literary -

- Increases fluency, comprehension and insight
- Studies the characteristics of literary genres

Goal - Grammar/Language Usage -

- Understands the application of grammar usage and conventions including parts of speech, subject/verb agreement, pronouns, phrases, vocabulary, dialects, language

MATH

Eighth graders are taught problem solving through five strands:

- 1 - number and operations;
- 2 - measurement;
- 3 - geometry;
- 4 - data analysis and probability;
- 5 - algebra.

The major mathematical concepts and skills studied in eighth grade are:

- Real numbers
- Linear functions
- Scatterplots
- Equations and inequalities
- Pythagorean theorem, indirect measurement

SCIENCE

Learners will study the constancy and change of natural and technological systems. Four strands provide a context for teaching content: The Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Learners will:

- Design and conduct investigations to demonstrate an understanding of scientific inquiry
- Conduct investigations and utilize technology information systems to build an understanding of chemistry

- Conduct investigations, use models, simulations, and technologies and information systems to build an understanding of microbiology

SOCIAL STUDIES

Students in the middle grades continue the geographic study of world regions as they examine South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They also engage in an historical study of the creation and development of the state of North Carolina,

- Traces causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the constitutional period in North Carolina and the new nation
- Examines the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation
- Analyzes the immediate and long-term effects of the Great Depression and World War II on North Carolina
- Evaluates the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970s

TECHNOLOGY

Using technology is required for a person to be successful in today's world. Middle school students continue to acquire computer skills for use in all classes. Students are taught to use word processing, spread sheets, and databases.

All students must pass the Computer Skills Test in order to graduate from high school in the state. The test is scheduled to be given online to eighth graders, and will contain two parts - multiple choice and performance questions. In eighth grade, your student:

- Uses spreadsheets and databases relevant to classroom assignments
- Conducts online research and evaluates the information found
- Uses word processing/desktop publishing for classroom assignments/projects

HEALTHFUL LIVING

Students in the eighth grade will cover stress management, protecting self/others, relationships, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, diversity, social wellness, movement forms, fitness and sports literacy.

Focus Areas for Eighth Grade

- Fads affect on health
- Heimlich maneuver and CPR
- Signs and symptoms of depression
- Eating disorders
- Performance enhancing drugs
- Effects of drugs and alcohol
- Utilize technology to research personal wellness
- Advanced skill in team, individual or dual activities, including dance



High School Curriculum for 2011-2012

ENGLISH/LANGUAGE ARTS

High school English Language Arts courses teach students the language skills needed to communicate effectively as individuals and as members of society. Students will develop the language skills necessary to function in society as self-directed learners, collaborative workers, and complex thinkers. Specific novels and drama selections are required in each grade. Four units of English are required for graduation.

English I - English I concentrates on developing skills in reading, writing, listening, thinking, speaking, and using media and technology. The freshman year is a culmination of basic grammar skills learned in early grades. Students continue work on expository writing and are introduced to literature through short stories, poetry, drama, nonfiction, and novels. Students in English I are required to take a State English test.

English II, III, and IV - These courses, required for graduation, follow English I and expand on the skills that are crucial for a fulfilling cultural life and for economic productivity. The literature focus in each course is: English II - world; English III - American; English IV - British. Grade 10 students take a state Writing test.

MATHEMATICS

Algebra I - Algebra I continues the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions. This course is required for graduation. Students are required to take a State End-of-Course test. In the course students:

- perform operations with real numbers and polynomials to solve problems;
- solve problems in a geometric context;
- graph and use relations and functions to solve problems; and
- collect and interpret data to solve problems.

Geometry - Geometry continues students' study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Students are required to take a State End-of-Course test. In this course students will:

- perform operations with real numbers to solve problems in a geometric context;
- use properties of geometric figures to solve problems and write proofs; and
- solve problems with geometric figures in the coordinate plane.

Algebra II - Algebra II continues students' study of advanced algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. Emphasis is placed on practical applications and modeling. Students are required to take a State End-of-Course test. In this course students will:

- perform operations with numbers and polynomials to solve problems;
- use relations and functions to solve problems;
- describe geometric figures algebraically in the coordinate plane;
- collect, organize, and interpret data with functions of best-fit; and
- use matrices to solve problems.

Math Beyond Algebra II - For students in College/University Prep, a fourth unit of math beyond Algebra II is required.

SCIENCE

Three units of science are required for graduation: Biology, a Physical Science, and Earth/Environmental Science. Appropriate technology is used for instruction and assessment.

Biology - Biology is the study of life processes from the cellular to the multicellular level. Particular emphasis is placed on man and his relationship with the environment through laboratory experiments and research. This course is required for graduation. Students are required to take a State End-of-Course test. In this course students will develop an understanding of:

- continuity of life and the changes of organisms over time;
- the unity and diversity of life;
- ecological relationships among organisms; and
- the behavior of organisms, resulting from a combination of heredity and environment.

Physical Science - Physical Science is the introduction to chemistry and physics explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of the physical sciences, of the scientific method of problem solving, and of laboratory procedures, equipment, and safety. Students are required to take a State End-of-Course test.

In this course students will:

- understand the relevance of current topics in physical science;
- understand sound, light, and heat;
- understand basic principles of chemistry;
- develop an understanding of electricity and magnetism; and
- develop an understanding of energy.

Chemistry and Physics

All of the county's high schools offer Chemistry and Physics classes.

Earth/Environmental Science

The Earth/Environmental Science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness,

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materials availability, and the cycles that circulate energy and material through the earth system.

SOCIAL STUDIES

Three units are required for graduation.

Required courses are World History, Civics and Economics, and United States History.

World History - World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

Civics and Economics - Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course, Civics and Economics, directly precede the 11th grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography and jurisprudence. Students take a State End of Course test at the end of this course

United States History -

The study of United States History in the 11th grade is designed as a survey course and a continuation of the Civics and Economics curriculum. After the study of Civics and Economics, this survey course will begin with the national period and the administration of George Washington.

Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students take a State End of Course test at the end of this course.

HEALTH/PHYSICAL EDUCATION

Health/Physical Education I will be taken by ninth grade students. This course has as its foundation learning experiences that are designed to help each individual develop proactive health promotion behaviors. This course is required for graduation.

ELECTIVES

Students may select from a variety of electives to fulfill graduation requirements. Courses offered include: foreign language - French, Latin, and Spanish; cultural arts - band, choral music, art; Career and Technical Education - agriculture, business, family and consumer science, marketing, trade and industrial education and career development; dual enrollment college credit courses; and Advanced Placement courses. Elective courses are also offered in all academic content areas. Fourteen units of electives are required for graduation. College/University Prep students must take a minimum 2 units of foreign language.

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North Carolina Standard Course of Study for High School

For Ninth Graders Entering Between 2000-2008				Available for Ninth Graders 2000->	For Ninth Graders Entering in 2009-2010 and later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with integrated Math I & II when accompanied with the Algebra I EOC	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II OR Integrated Mathematics I, II & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4 th math course to be aligned with the student's post high school plans A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy.
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History***	3 Credits Civics and Economics, US History, World History***	3 Credits Civics and Economics, US History, World History*** (2 courses to meet UNC minimum admission requirements – US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History***
Second Language	Not required	Not required	2 Credits in the same language	Not required	Not required for graduation. Required to meet minimum application requirements for UNC.
Computer Skills	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.

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The mission of the Carteret County Public School System is to graduate all students prepared to be productive citizens.

Health and Physical Education	1 Credit Health / Physical Education	1 Credit Health / Physical Education	1 Credit Health / Physical Education	1 Credit Health / Physical Education	1 Credit Health / Physical Education
Electives or other requirements ***	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 credits Occupational Preparation I, II, III, IV** Elective credits/completion of IEP objectives/Career Portfolio required	6 Credits required 2 Elective Credits of any combination from either: - Career and Technical Education (CTE) -Arts Education -Second Languages 4 Elective Credits strongly recommended (four course concentration) from one of the following: -Career and Technical Education -JROTC -Arts Education (e.g. dance, music, theater arts, visual arts) -Any other subject area (e.g. mathematics, science, social studies, English)
Career Technical	4 Credits in Career / Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career / Technical Education electives	See Electives above
JROTC	4 Credits in JROTC; OR				See Electives above
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course Recommended: At least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: At least one credit in an arts discipline and/or requirement by local decision	Recommended: At least one credit in an arts discipline and/or requirement by local decision	Recommended: At least one credit in an arts discipline and/or requirement by local decision	See Electives above

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Total	20 Credits plus 8 local requirements	20 Credits plus 8 local requirements	20 Credits plus 8 local requirements	22 Credits plus 6 local requirements	21 Credits plus 7 local requirements
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- * A student pursuing a College Tech Prep course of study may also meet the requirement of a College / University course of study by completing 2 credits in the same second language and one additional unit in mathematics.
- ** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.
- *** Examples of electives include JROTC and other courses that are of interest to the student.

Chart courtesy of the North Carolina Department of Public Instruction (www.ncpublicschools.org/curriculum/graduation)