

## *Parent's Guide to Student Achievement*

### **Based on Parents' Bill of Rights - SB 49; Session Law 2023-106**

The objective of The Catamount School of Western Carolina University is to offer parents and guardians access to information regarding student achievement via the district's Parent's Guide to Student Achievement. Should you wish to obtain paper copies of this document and its contents, you can make a request through the school office (828.331.1775).

<p><b>How can my child be promoted to the next grade level?</b></p>	<p>The following are the relevant State and local requirements for a child to be promoted to the next grade level. Relevant parts of this link are found in Part 1A (pp. 15-28) regarding retention, promotion, alternatives to show reading proficiency, etc. Click <a href="#">here</a> for NC General Statutes, Chapter 115C Article 8.</p> <p>Information about The Catamount School's assessment, promotion, retention, and acceleration procedures is available <a href="#">here</a>. More general information for The Catamount School may be obtained from the <a href="#">Middle School Information page</a> where promotion standards are outlined.</p>
<p><b>What is my child learning at school? How can a parent review these materials?</b></p>	<p>In North Carolina, every school follows a uniform Standard Course of Study established by the State Board of Education. These guidelines outline the knowledge and skills that students are expected to grasp by the conclusion of each grade or course.</p> <p>The NCDPI <a href="#">Office of Academic Standards website</a> contains the standards for various subjects, such as Arts Education, Career Technical Education, Computer Science, English Language Arts, English Language Development, Student Success Standards, Healthful Living, Information and Technology, Mathematics, Science, Social Studies, and World Language. Local districts, schools, and teachers have the autonomy to decide the instructional methods for these standards, including curriculum, supplementary materials, books, and other resources.</p> <p><b>Curriculum</b> Click to learn about our <a href="#">Teaching Approach</a> at The Catamount School.</p>



### **Instructional Materials**

In certain instances, principals might be able to furnish parents with physical or digital versions of specific supplementary instructional materials for examination at home. However, for most copyrighted materials, access for inspection may be limited to in-person viewing. Typically, requests to inspect school library materials will be accommodated by notifying parents of designated hours for browsing the library collection. Additional information pertaining to the inspection of instructional materials can be found in the following links:

- **[Notice of Parental Rights](#)**
- **[Parental Involvement](#)**
- **[Selection of Instructional Materials](#)**
- Request for Reconsideration of Instructional Resources Form. Please click [here](#) and scroll to General Policies and Handbook for a list of all handbooks, policies, and forms.

### **Academic Interventions – CAT Time**

We design daily, targeted interventions in math and reading for all students. The instruction is delivered during what we refer to as CAT Time and students may receive Tier II or Tier III services or may participate in academic enrichment and/or Academically and Intellectually Gifted (AIG) curriculum. Please see a comprehensive description of our Multi-Tiered Systems of Support (MTSS) with the question about what services we offer at TCS.

### **Community of Care**

At The Catamount School, we maintain a team of university and school personnel with expertise in teaching, psychology, physical health and more to support the academic, physical, and emotional needs of all students. Our school has developed a comprehensive team of experts to provide Multi-Tiered System of Supports (MTSS) to improve student success. In doing so we provide a community of care that ensures our class-wide and unique student needs are met.



### **Enrichment**

Through campus resources at Western Carolina University, The Catamount School provides physical and cultural enrichment to encourage students to learn more about themselves and others and discover talents. Our students participate in Health and Physical Education daily with WCU interns and staff. Students also have Enrichment through community and university resources. We are visited by WCU students and faculty in various programs such as the WCU's Parks and Rec Department, Nursing, and the Japanese Language program to name a few. At TCS we provide students a wide variety of activities based on their interests. On a regular basis, students participate in electives and clubs. These classes changed based on student interest and instructor availability and the following is a list of courses and clubs offered:

- Theater
- Visual Arts
- STEM-based electives such as robotics and First Lego League
- Student Government Association (SGA)
- Outdoor Education
- Foreign language - Spanish
- Mythology
- Creative Writing
- Chorus
- Board Game Theory
- Intramurals
- Lifetime Fitness
- Ukulele
- Citizen Science
- Journalism
- CSI: History's Mysteries



**How will a parent learn about my child's progress in school or with a class?**

The Catamount School communicates students' progress through various channels, including quarterly report cards, progress reports, and feedback on assignments/tests, including conduct evaluations.

Information regarding assessments and the evaluation of student progress in The Catamount School is available through the following link: [Assessment of Students Policy](#).

**Local Assessments:**

Report cards detailing student performance and attendance are distributed each nine weeks. Parents can access attendance, student performance, and testing information through the [Power School](#) using their login credentials. For assistance with PowerSchool access, parents can contact the school data manager.

**State Assessments:**

Individual Student Reports for end-of-grade/course tests and state assessments (English language proficiency assessment) are accessible in the parent portal of [Power School](#).

In North Carolina, students undergo end-of-grade assessments in reading and math in grades 3-8, with science assessments in grades 5 and 8. Catamount School 8<sup>th</sup> grade students *may take* NC Math 1 (which has an end-of-course assessment), and *all do take* Earth and Environmental Science (9<sup>th</sup> grade curriculum) in addition to 8<sup>th</sup> grade science.

**What are the qualifications of my child's teachers?**

NCDPI Licensure Verification: Parents may look up your child's teacher licensure status at this website [Link to the licensure](#) website.

Please contact the school office at 828-331-1775 with any questions you may have regarding an educator's licensure status.



<p><b>What are the requirements for school enrollment?</b></p>	<p><b><u>TCS Admissions Policy</u></b>. The requirements on eligibility and enrollment (as well as required forms) to The Catamount School can be found <b><u>here</u></b>.</p>
<p><b>What are the immunizations needed or recommended for children?</b></p>	<p>Health requirements for school enrollment</p> <ul style="list-style-type: none"> <li>• <b><u>Immunization Requirements</u></b> (scroll down to 7<sup>th</sup> grade)</li> <li>• <b><u>Student Health History</u></b></li> </ul> <p>Parents and Guardians can enroll students by completing the application, <b><u>found here</u></b>.</p> <p>Information on required health assessments and immunizations for students are available through the North Carolina Department of Health and Human Services (NCDHHS).</p> <ul style="list-style-type: none"> <li>• NCDHHS <b><u>Immunizations</u></b> Resource</li> <li>• CDC <b><u>immunization schedule</u></b> recommendation</li> </ul>
<p><b>How can a parent help their child learn and make progress?</b></p>	<p>Active involvement in your child's education is crucial for their learning journey. Regularly ask your child about their school day, discussing the topics and assignments they are currently working on. Connect with their teachers to gain insights into your child's progress and inquire about ways to support their learning. Attend various school events to stay connected and learn more about how to assist your child. Create a dedicated space at home for homework and studying, if possible, and encourage a reading culture by modeling reading behavior. Discuss your child's progress and efforts, being an engaged participant in their education. Maintain open communication with your child's teacher and keep a diverse range of books at home to encourage reading at different levels. Utilize local resources such as homework assistance and refer to parent guides for academic standards. These guides provide information to help parents understand the North Carolina Standard Course of Study and offer practical strategies for implementation at home.</p>
<p><b>How can a parent help their child develop citizenship, social</b></p>	<p>Understanding The Catamount School mission and vision is an excellent way for parents to help their child develop these skills. At the Catamount School, each area of the curriculum emphasizes a problem-centered approach that develops critical reasoning abilities and promotes a deeper understanding of the subject material. Teachers personalize instruction and guide students in processing what they are</p>



**skills and respect for others?**

learning through discussion and reflection. Access to a wide range of digital learning opportunities enhance engagement and enable students to demonstrate academic progress in a variety of ways. Our school also utilizes the "**Whole School, Whole Community, Whole Child**" model and brings in members of the community and WCU staff to ensure our students are getting a well-rounded education.

**Individualized Learning**

We recognize that students have different learning needs, and we will work to identify an individualized approach so that each student has the opportunity to succeed. Some of the many methods utilized include:

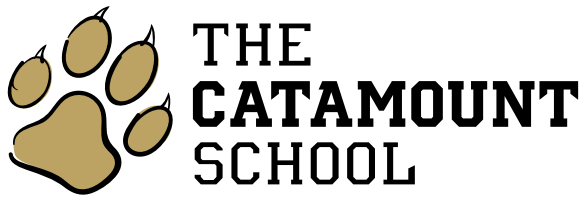
- **Technology-** We utilize one-to-one technology so that each student has a personal learning device for use with platforms such as One Note and Canvas.
- **WCU Interns and students-** Having WCU interns in addition to a full TCS staff allows us to create small groups and one-on-one instruction which means our students receive a combination of teaching methods, learning activities, and learning assessments. Easy access to WCU's Education majors means that our students get a variety of approaches and perspectives. It also helps us prepare the teachers of tomorrow as they work under our full-time staff.
- **Standards Based Grading-** Standards-based grading is a system that focuses on the effectiveness of instruction and the mastery of skills or standards for a specific subject. We believe the focus should center on the content taught rather than a letter grade. Students achieve a 1-4 on standards covered in the classroom and have opportunities to revisit standards that they have yet to master. Students, parents/guardians, and teachers better understand areas of focus for learning than in a traditional A-F grading system.
- **Flexible seating-** We don't keep students in rows of identical desks and chairs. Students have opportunities to sit and learn in a variety of chairs and stools, and our tables are movable, many café-style or include a dry erase surface.

**Whole School, Whole Community, Whole Child**

Through the collaborative efforts of fulltime TCS staff and WCU faculty, students experience a variety of activities and resources including physical education, music and arts activities, leadership experiences, and mentorship from experts in a variety of academic fields. We adapt our offerings over time to best



	<p>meet the needs of our students and we pull from a range of academic programs including but not limited to parks and recreation, music, theater and studio arts, engineering, business, nursing, and leadership. We regularly dedicate time for students to engage with interests outside of the traditional academics which help students learn more about themselves and others. More information can be found on our <b><u>Enrichment page</u></b>.</p> <p><b>Community of Care</b> At the Catamount School, we maintain a team of university and school personnel with expertise in teaching, psychology, physical health and more to support the academic, physical, and emotional needs of all students. Our school has developed a comprehensive team of experts to provide Multi-Tiered System of Supports (MTSS) to improve student success. In doing so we provide a community of care that ensures our class-wide and unique student needs are met.</p> <p><b><u>Catamount School Strategic Plan</u></b> <b><u>Parent-Student Handbook</u></b> All school policies can be found <b><u>here</u></b>.</p> <p>For additional resources, parents can access the <b><u>Comprehensive Health Education Program, Parent-Family Engagement Policy</u></b>, and <b><u>Parent-Family Engagement Compact</u></b>.</p>
<p><b>How can a parent help their child develop citizenship, social skills and respect for others?</b></p>	<p>Strengthening a child's realization of high expectations and fostering a commitment to lifelong learning involves creating a supportive and motivating environment. Parents can help their children set and achieve lifelong learning goals:</p> <p><b>1. Encourage a Growth Mindset:</b></p> <ul style="list-style-type: none"> <li>- Emphasize the importance of effort, perseverance, and learning from mistakes.</li> <li>- Praise their hard work and dedication rather than focusing solely on achievements.</li> <li>- Teach them that challenges are opportunities for growth.</li> </ul>



	<p><b>2. Set Clear Expectations:</b></p> <ul style="list-style-type: none"> <li>- Clearly communicate your expectations for their behavior, academics, and personal development.</li> <li>- Break down large goals into smaller, achievable tasks to make them more manageable.</li> </ul> <p><b>3. Discuss Future Aspirations:</b></p> <ul style="list-style-type: none"> <li>- Talk with your child about their interests and aspirations.</li> <li>- Help them connect their current efforts and learning to their long-term goals.</li> </ul> <p><b>4. Model Lifelong Learning:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a commitment to your own learning and personal development.</li> <li>- Share your experiences of acquiring new skills or knowledge.</li> </ul> <p><b>5. Goal-Setting Rituals:</b></p> <ul style="list-style-type: none"> <li>- Help your child set both short-term and long-term goals.</li> <li>- Establish regular check-ins to track progress and make adjustments as needed.</li> </ul> <p><b>6. Provide Guidance, Not Pressure:</b></p> <ul style="list-style-type: none"> <li>- Offer guidance and support without imposing unrealistic expectations.</li> <li>- Foster independence and self-motivation by allowing them to take ownership of their learning journey.</li> </ul> <p>By implementing these strategies, parents can contribute to their child's understanding of high expectations and instill a lifelong love of learning. Remember to adapt these approaches based on your child's individual needs and interests.</p>
<p><b>How can a parent strengthen communication with the school/teacher?</b></p>	<p>The Catamount School utilizes <b>One Call Now</b> as a notification service to disseminate crucial information to families through phone calls, emails, and text messages. Additionally, we send a weekly <b>newsletter</b> via email with information on academics, enrichment, field trips, and more. The newsletter is typically sent each Friday.</p>





	<p>To ensure broad communication during emergencies, all families are automatically enrolled to receive calls, texts, and email messages from One Call Now. General school updates are shared via email and text, while urgent information is conveyed through phone calls. For further details, please refer to the <a href="#"><u>Parent-Student Handbook</u></a> or visit <a href="http://catamountschool.wcu.edu">catamountschool.wcu.edu</a>.</p> <p>Parents can access information about attendance, grades, and testing through the <a href="#"><u>PowerSchool Parent Portal</u></a>. Contact your school for assistance with PowerSchool access, information on creating or changing login credentials. Additionally, any inquiries not covered by the provided link can be directed to the school data manager. Please note that over the next couple of years, all NC public schools will be transitioning from PowerSchool to Infinite Campus. We will keep students and their families informed on this process.</p> <p>The Catamount School has established a policy promoting effective communication between schools and parents, outlined in the <a href="#"><u>Parental Involvement Policy</u></a>, and <a href="#"><u>Title I Parent and Family Engagement</u></a>.</p> <p>NCDPI-developed parent guides offer suggestions for building strong relationships with your child's teacher and supporting communication between home and school, including guides such as "<a href="#"><u>Building Strong Relationships with Your Child's Teacher</u></a>" and "<a href="#"><u>How You Can Use Questions to Support Your Child's Learning</u></a>" from the NC Rethink Education Program.</p> <p>For additional general parent guides and recordings of parent resource webinars, please visit <a href="#"><u>this website</u></a>.</p> <p>We encourage parents to utilize <a href="#"><u>Catamount Commons</u></a> on a regular basis to follow the content for each course. All materials and daily assignments are posted on this site. Additionally, parents may call the school (828.331.1775) or email teachers with questions and concerns.</p>
<p><b>What services are available for parents and their children?</b></p>	<p><b>After-School Tutoring</b></p> <p>Below is a comprehensive description of our Multi-Tiered Systems Support (MTSS) model. Each day, we build targeted academic interventions into the school day during what we call CAT Time. Additionally,</p>



we offer after-school tutoring in math and science several days a week throughout the year. We inform families of these opportunities in the weekly newsletter and provide updates on the schedule via One Call Now each Sunday evening.

### **Community of Care, MTSS, & PBIS**

At TCS, it is recognized that meeting the academic and behavioral, social, and emotional needs of all students will require the efforts of a team. This team will consist of a core set of school and university personnel who will meet regularly to address class-wide and individual needs at various levels. Other individuals from the university and community will join this team as needed to address more specific needs. The goal is to provide a "Community of Care" that will support all students' class-wide and unique school needs.

The Community of Care will operate within a three-tier system consistent with a Multi-Tiered Systems Support (MTSS) model, including the following activities:

#### **Tier 1: Class-wide Core Instructional Activities**

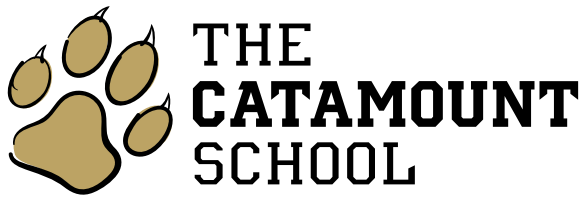
- Assist teachers in gathering individual student data on interests and concerns to assist with core instruction development.
- Assist teachers in developing and implementing core instruction with differentiation, as needed.
- Assist teachers in monthly progress monitoring data collection related to class-wide student academic and social/emotional progress.
- Review and analyze progress monitoring data to identify a need for changes in core instruction and/or need for additional student support. Focus will be on the level of performance as well as the rate of progress.

#### **Tier 2: Small-group Supplemental Intervention Activities**

- Use classroom progress monitoring data and other data available to identify students who meet specific academic and/or behavioral emotional criteria indicating a need for small group interventions to address these needs.
- Assist teachers in identifying additional data needed to understand the needs of students identified as needing additional small-group interventions, including student feedback on their needs
- Assist teachers in identifying goals for level of performance or rate of progress and developing and implementing small group interventions to address the needs identified.
- Assist teachers in measuring fidelity of intervention implementation.
- Assist teachers in weekly progress monitoring data collection related to small group intervention implementation.
- Review and analyze progress monitoring data to identify a need for change to small group interventions and/or need additional student support.

#### Tier 3: Individual Intensive Intervention Activities

- Use small group progress monitoring data and other data available to identify students who have received academic and/or behavioral emotional small group interventions but have not met the goals set for the level of performance or rate of progress indicating need for individual student interventions to address these needs.
- Assist teachers in identifying additional data needed to understand the needs of the individual child identified as needing an individual intervention including student feedback on their needs
- Assist teachers in identifying goals for level of performance or rate of progress for individual students and develop and implement individual interventions to address the need identified
- Assist teachers in measuring fidelity of intervention implementation.
- Assist teachers in weekly progress monitoring data collection related to individual intervention implementation.



	<ul style="list-style-type: none"> <li>• Review and analyze progress monitoring data to identify a need for change to individual interventions and/or need for additional student supports. Positive Behavior Interventions and Supports (PBIS)</li> <li>• Along with academic interventions, individual, small group, and whole-group incentives are used to positively reinforce behavior and social-emotional outcomes. At TCS, students earn incentives for positive contributions, including model behavior, attendance, and academic fulfillment at the individual level.</li> </ul> <p>Incentives may include school-organized activities and student-selected activities or rewards. State level resources for parents can be found <a href="#">here</a>.</p>
<p><b>What are opportunities for parents to participate with school?</b></p>	<p>The Catamount School offers avenues for parents to actively participate in their child's education. This involvement is outlined in the <a href="#">Parental Involvement Policy</a>, and <a href="#">Title I Parent and Family Engagement</a>.</p>
<p><b>What are the rigorous academic programs available to my child? How can I learn more about them?</b></p>	<p>The Catamount School offers a variety of options for students to pursue their interests, skills at their academic level. As our <b>Guiding Principles</b>, TCS uses the <a href="#">Criteria for Schools to Watch</a> by the National Forum to Accelerate Middle Grades Reform.</p> <p>These criteria represent a consensus among educators, researchers, national associations, and officers of professional organizations committed to promoting the academic performance and healthy development of young adolescents. The four essential criteria are:</p> <ul style="list-style-type: none"> <li>• Academic excellence: High-performing schools with middle grades are academically excellent. They challenge all students to use their minds well.</li> <li>• Developmentally responsive: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.</li> </ul>



- Socially equitable: High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students.
- Organizational structure: High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

In particular, TCS emphasizes the following instructional core values:

- We value experiential learning toward deep understanding.
- We are dedicated to the health and well-being of young adolescents with an intentional focus on social and emotional development.
- We seek to build a democratic community, embracing social justice.
- We work to develop cultural responsiveness within and outside of our learning community.
- We embrace the ideals of student-centered assessment.
- We seek to build family and community alliances.

In our district, there are the following programs available that are more rigorous and challenging than the standard content for students:

**Academically and/or Intellectually Gifted (AIG):**

In NC, school districts must identify and serve academically or intellectually gifted (AIG) K-12 students. These are students who are performing, or have the potential of performing, at high levels of accomplishment in intellectual and/or specific academic areas, such as reading and/or math when compared with other students of their age, or in their grade level, experience, or environment.

The TCS AIG Plan outlines specific opportunities for differentiated, rigorous instruction and accelerated programs. Resources: **AIG Plan**, **Goals**, and **Steps to Identification**.



	<p>The Catamount School students are often provided the following services:</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum and instruction with flexible student groups;</li> <li>• accelerated opportunities;</li> <li>• enrichment experiences, which may be during the school day or beyond, and may be within the regular calendar year or may include summer opportunities; and</li> <li>• other opportunities for extension of content standards.</li> </ul> <p>Services for AIG students may be provided by AIG personnel or within the regular classroom by teachers trained to meet the needs of gifted students.</p> <p><b>Honors Level Courses:</b> At TCS, students have access to Math 1 and Earth and Environmental Science (both 9<sup>th</sup> grade curriculum). Math 1 typically has a faster pace than standard level courses. Both offer additional rigor, complexity, and creativity than standard level courses.</p> <p><b>Early College Opportunity: <u>JCPS Early College</u></b></p>
<p><b>What school choices are available for my child?</b></p>	<p>Students in public school districts are assigned to certain schools based on a local assignment plan approved by the Local Board of Education. The Catamount School is a choice school, created in partnership with JCPS. Check <a href="#"><b>here</b></a> for enrollment eligibility and admission guidelines.</p>
<p><b>What rights do students with disabilities have based on the law?</b></p>	<p>For students suspected of or identified with a disability by the Individuals with Disabilities Education Act (IDEA), the following links provide important information regarding the procedural safeguards available to ensure a free, appropriate, public education.</p> <p><a href="#"><b>Parent Rights Handbook</b></a> <a href="#"><b>Parent Rights Handbook (Spanish)</b></a></p>



	<p><u><a href="#">IDEA Dispute Resolution</a></u>  <u><a href="#">Special Education Surrogate Parents</a></u>  <u><a href="#">Project Child Find</a></u></p> <p>TCS Policies:</p> <p><u><a href="#">Rights of Students with Disabilities</a></u>  <u><a href="#">Nondiscrimination on the Basis of Disabilities</a></u>  <u><a href="#">Disability Discipline Policy</a></u></p>
<p><b>What is the contact information for the school office?</b></p>	<p>Parents and guardians can contact The Catamount School at (828) 331-1775.</p> <p>Click <u><a href="#">here</a></u> for the TCS Website</p>
<p><b>What are some resources to support my child’s health and wellbeing? What immunizations are required and when should they be scheduled?</b></p>	<p>TCS offers the following information and resources to support your child’s health and wellbeing:</p> <p><b>Coordinated School Health Program</b></p> <p>TCS recognizes that health and academic success go hand-in-hand. Healthy students and healthy staff achieve more together. The Coordinated School Health Program uses the <i>Whole School, Whole Community, Whole Child</i> approach to support teachers, parents, and communities to meet the physical, emotional, social, and educational needs of students. Guided by our <u><a href="#">Comprehensive Health Education Plan Policy</a></u>, together we can help all students become healthy, educated, and productive adults.</p> <p>Services provided:</p> <ul style="list-style-type: none"> <li>• <b>Health Services:</b> Prevention, education, emergency care, referrals and management of health problems; non-invasive vision, dental, or hearing screenings designed to minimize problems that interfere with learning.</li> </ul>



- **Health Education:** Classroom instruction addresses physical, emotional, and social needs to improve student health and reduce risk behaviors.
- **Physical Education and Activity:** Provides a planned, sequential curriculum that teaches developmentally appropriate skills and promotes lifelong activity; a minimum of 30 minutes per day of physical activity for grades 6-8.
- **Nutrition Services:** Integration of nutritious, affordable meals and nutrition education in an environment that promotes healthy eating.
- **Counseling, Psychological and Social Services:** Support social and emotional well-being and help schools respond to crises.
- **Physical Environment:** Provision of safe environment
- **Social and Emotional Climate:** Focus on positive, supportive learning environment to enhance student engagement.
- **Employee Wellness:** Promotes the well-being of all school employees who serve as role models for students.
- **Family Engagement:** Families and school staff working together to promote student success and well-being.
- **Community Engagement:** Schools working with community partners to enhance the school setting and better the community.

\*Under **Session Law 2023-106**, consent is now required before any services are performed by a health care practitioner. The opt-out can no longer be used. TCS has a school nurse on duty a minimum of four school days per week.

#### Benefits of Coordinated School Health:

- Reduced school absenteeism.
- Fewer behavior problems in the classroom.
- Improved student performance – higher test scores, more alert students, and more positive attitudes among students.
- New levels of cooperation and collaboration among families, teachers, school and health officials and community organizations.





- A more positive school climate, enhancing engagement among educators and their students.
- The inclusion of health awareness in the fabric of student's lives.
- Students who are more prepared to become productive members of their communities and who can better cope with the world around them.
- School Health Advisory Council.
- School-based health teams at each school.

### **School Nursing Services**

The TCS **Comprehensive Health Education Plan Policy** and our Program provides school health nursing services for TCS students. Both our Health Services Coordinator and additional school nurse are registered nurses (RNs). School nursing services include, but are not limited to:

- Individual health care needs assessments for students.
- Health care plan development, revision and evaluation including Emergency Action Plans, Individual Health Care Plans and health related components of Individual Education Programs and 504 Plans.
- Direct provision of nursing health care services.
- School staff instruction and supervision in provision of care for students with special health care needs.
- Instruction and oversight for medication administration processes in schools.
- Emergency and injury care, planning and training.
- Support health promotion and wellness initiatives.

\*Under **Session Law 2023-106**, parental consent is required before administration of health care services by a health care practitioner.



#### Chronic Health Problems or Conditions:

Our goal is to keep our students safe, healthy, and ready to learn. If your child has a chronic health problem or any health condition which needs special assistance at school, please contact your school health nurse (examples include diabetes, asthma, allergies, seizures, sickle cell, etc.).

#### Parents should:

- Notify the school nurse.
- Ensure medication administration documentation is provided to the nurse.
- Make sure your child has any emergency medications (rescue inhalers, epinephrine, etc.) available in the health office.
- Complete an Action Plan with your child's doctor for Asthma or Diabetes Care and bring a copy to the school nurse so that he/she can administer medication to your child at school.
- Contact your child's school nurse if there are any changes in your child's medical conditions or health concerns or if you have any questions.

#### Your child should STAY HOME:

- If an oral temperature above 100.4 (student should remain home until fever free for 24 hours).
- If vomiting or diarrhea two or more times within 24 hours.
- If other signs of potentially contagious illness.

#### Other Health Recommendations

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



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

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

For more information on these and other vaccines click [here](#).

Information on required health assessments and immunizations for students are available through the NC Department of Health and Human Services (NCDHHS)

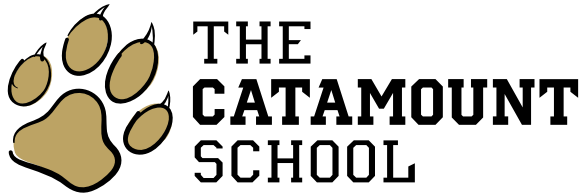
- [Required Immunizations](#)
- [Health Assessment](#)
- CDC [immunization schedule](#) recommendations

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### **Short-Term Counseling Services**

Every TCS student has access to small group or individual counseling services to address issues impacting students in the school environment. Contact the school office to inquire about short-term services. While students may seek in-the-moment support for issues that arise during the school day, parents must give written consent for any singular need that will require more than three sessions.



### Referral

Students can be referred for services as self-referral, parent referral, or school-based staff referral.

1. A TCS employee would bring the concern about mental health to principal, assistant principal, or school nurse. Those stakeholders would meet to determine if a parent or guardian should be contacted. If contacted, the parent/guardian would have the SBMH program explained to them.
2. The referral form is reviewed, signed, and forwarded to the assigned SBMH agency.
3. Assigned agency contacts the guardian to verify insurance information and schedule a clinical intake assessment.
4. Guardian and student participation in clinical intake assessment and then outpatient therapy services begin.