

2024 – 2025

Parent-Student Handbook

Charlotte-Mecklenburg Board of Education

Stephanie Sneed

Chairperson, District 4

stephaniem.sneed@cms.k12.nc.us

Gregory 'Dee' Rankin

Vice Chairperson, District 3

gregoryd.rankin@cms.k12.nc.us

Melissa Easley

District 1

melissam.easley@cms.k12.nc.us

Liz Monterrey

At-Large

elizabethd.monterrey@cms.k12.nc.us

Thelma Byers-Bailey

District 2

thelmab.bailey@cms.k12.nc.us

Lenora Shipp

At-Large

l1.sanders-shipp@cms.k12.nc.us

Lisa Cline

District 5

lisac.cline@cms.k12.nc.us

Monty Witherspoon

At-Large

m1.witherspoon-brown@cms.k12.nc.us

Summer Nunn

District 6

summerl.nunn@cms.k12.nc.us

Ailen De Bonis

Student Advisor

studentadvisor2024@cms.k12.nc.us

MISSION and VISION

The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potentials.

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Letter from Dr. Crystal L. Hill, Superintendent

To our families of Charlotte-Mecklenburg Schools,

Welcome to the 2024-25 school year! Thank you for choosing Charlotte-Mecklenburg Schools to serve your family.

All of us here in Charlotte-Mecklenburg Schools are committed to charting endless possibilities for our students every day so that they can graduate and leave us enlisted, enrolled or employed.

The Parent-Student Handbook is a great resource that includes information about a variety of topics such as family engagement, student services, school meal options, transportation and how you can stay informed about school delays and cancellations. I do ask that you and your student(s) take time to review this handbook thoroughly. If you have any questions about the handbook, please call your school directly.

As we get ready to embark on another successful year of school, we are excited to announce our new Strategic Plan that will guide our work for the next five years. Charlotte-Mecklenburg Schools is future-focused and community-driven. We are eager to work with you to ensure your child's safety, academic success and social well-being. We want our schools to be both great and safe places for our students to learn and grow.

Thank you again for putting your trust in Charlotte-Mecklenburg Schools. We look forward to partnering with you and your student(s) because endless possibilities start with CMS!

Sincerely,

A handwritten signature in black ink, appearing to read 'CHill', written in a cursive style.

Crystal L. Hill, Ed.D.
Superintendent

School Safety is a priority for CMS

The sale of firearms nationwide has almost doubled since the start of the 2020 COVID-19 pandemic. firearms were the leading cause of death for children and teens in 2020, surpassing injuries from vehicle crashes, drug overdoses or cancer. Having said this, the district encourages families to secure and to lock up all firearms. North Carolina state law imposes criminal penalties on adults when a child gains unsupervised access to unsecured firearms. In order to continue with preventative measures to increase student and school safety, adults should store firearms securely.

CMS has installed weapon detection systems for K-8, middle, and high schools since the 2021-22 school year. The weapon detection systems, along with multiple safety strategies, demonstrates the district's overall commitment to providing a secure school environment where students can thrive academically, socially and emotionally. The installation of weapon detection systems has proven to be effective in deterring and reducing the number of weapons in our schools. In order to maintain efficient entry into school and reduce the number of searches, please ensure that items such as metal 3-ring binders and metal frame backpacks are not purchased as supplies for student use.

As part of being a community, CMS has implemented the Say Something Anonymous Reporting System. All students in grades 4-12 receive training on the what, why, and how to make an anonymous report. Families are also encouraged to utilize Say Something to report any unsafe behavior including threats to self or others. Let's all be a part of the solution in keeping our schools safe by utilizing the [Say Something Anonymous Reporting System](#).

For more information about safety in CMS, the 24Safe campaign, and available resources, visit the CMS Safety at: <https://www.cmsk12.org/Page/725>

FAMILY AND COMMUNITY ENGAGEMENT

Welcome to Charlotte-Mecklenburg Schools (CMS)! Our district has a strong commitment to family and community engagement, and we are excited about the opportunity to serve you and your family this school year. As the school district's primary outreach division, the Family and Community Engagement department is responsible for coordinating family support and participation throughout CMS. Our goal is to educate and support the development of the whole child – academically, socially, and emotionally – so every student in CMS can experience success in school and in life. Your participation is crucial in achieving this goal.

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

At CMS, we recognize that learning is a partnership between families and schools. Your input is extremely valuable to us, and we invite you to contact the Family and Community Engagement Department at familyengagement@cms.k12.nc.us with any questions or recommendations.

OPPORTUNITIES TO GET INVOLVED IN YOUR CHILD'S SCHOOL

Attend School Informational Events

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

Register as a Volunteer

Share your talent, time, and treasure with CMS! Serve as a tutor, mentor, lunch buddy, or visit your child's class to talk about your career or hobbies. The Strategic Partnerships Department works closely with other departments within CMS to make sure all volunteer programs meet the CMS academic and enrichment standards set by the school district and to make sure all organizations follow the partnership process and the volunteer clearance verification process. The CMS Engagement Program Manager works with individual schools, principals and school volunteer coordinators to provide support and assistance in managing their volunteer program.

In order to encourage parents and community involvement while assuring the safety of students, CMS has a volunteer screening policy. All volunteers are required to register and complete a criminal background check. We have three levels of volunteer approvals: supervised, unsupervised without driving, and unsupervised with driving. Supervised volunteers may not participate in field trips or field days. Supervised volunteers may work with students under the supervision of a CMS staff member at all times at a CMS school/campus. Volunteers approved as "unsupervised without driving" may apply to obtain driving privileges by emailing a copy of their driver's license and proof of insurance to kshaun.stevens@cmspolice.org. Parents can register to volunteer online at www.cmsvolunteers.com. Returning volunteers must activate their volunteer status yearly by accessing their registration page, making necessary updates and selecting "Submit."

Each school is encouraged to provide quality volunteer experiences that will mutually benefit students and volunteers. Please contact your school and ask for the volunteer coordinator, or contact the CMS Engagement Program Manager at volunteers@cms.k12.nc.us for more information.

Join or Attend School Improvement Teams

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

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

Join a Parent Leadership Organization

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

MONITORING YOUR CHILD'S ACADEMIC PROGRESS

CMS offers a variety of tools to keep you informed about your child's academic journey. For students in grades 3-13, PowerSchool is the primary platform providing accurate, up-to-date information on grades and attendance. We encourage you to use PowerSchool to monitor your child's progress and address any concerns as they arise.

PowerSchool

PowerSchool is a web-based program that assists parents in tracking their child's progress in school. Parents can see attendance, assignments, grades, and other data from any computer web browser or in the PowerSchool mobile app for students in grades 3-13.

Parents can create their own PowerSchool parent account and link their students to their account with the provided student's Access ID and Access Password unique to each child. Student Access IDs and Access Passwords can be obtained only from your child's school.

PowerSchool Parent Account Instructions:

1. Go to <https://cms.powerschool.com/public/home.html>
2. Click the Create Account tab
3. Click the Create Account button
4. Follow the instructions and enter your account information.
4. To link one or more students to your PowerSchool account, obtain the student's Access ID and Access Password from your student's school.

Video step by step instructions can be found by scanning the QR code or navigating to cmsk12.org/powerschool



CMS STRUCTURE AND SCHOOL STAFF ROLES

Learning Communities

Our district has ten learning communities with each having its own learning community assistant superintendent. Our eleventh learning community, the division of Enrichment and Academic Support, is led by our Chief Administrator, Jaron Carson. Organizing our district's learning communities by grade-level ensures an intentional instructional focus in addition to a focus for our students, staff, and families to have access to resources within their communities. If you have questions or concerns, it is always best to contact your child's teacher and/or principal first. The learning community structure also allows for district level support and intervention. To find out what learning community your school is assigned to, please visit <https://charmeckschools.org/learningcommunities> or call 980-343-3000.

School Contacts

Your child's school has a variety of support resources that are available to you. The most important person to know is your child's classroom teacher. You can contact your child's teacher by writing a note, sending an email, calling the school or visiting the classroom. In addition to the teacher, there are many other staff members who help families and students succeed in education, including:

- The **principal** is the lead school administrator. S/he serves as the instructional leader of the school and is responsible for student grade level placement and overall school operations.
- The **assistant principal** supports the principal as a member of the school's administrative team and often manages different areas such as student discipline, scheduling, transportation and other support services.
- The **school counselor** provides leadership for the implementation of the North Carolina Guidance curriculum, counseling for students, and consultation for parents and staff.
- **Resource teachers and literacy and math facilitators** are trained in special strategies to help students overcome learning challenges in reading and math.
- **Multilingual Learner (ML) teachers** work with students and families who are identified as ML based on the state-identified English Language Proficiency tests (WIDA Screener and ACCESS).
- **Speech therapists** help children improve their written and spoken language communication.
- The **school nurse** assists with student health and medical needs.
- The **school psychologist** provides mental health support, consultative services and evaluations for students.
- The school **social worker** helps assess various student needs and connects students and families with critical school and community services.
- **School family advocates** provide support and resources to parents and students in most Title I schools.

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

OTHER TIPS FOR STUDENT SUCCESS

Below are a few educational habits that you can adopt to support your child's academic success.

Visit your child's school regularly

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

Create learning opportunities at home

Did you know that your home can be a classroom too? In addition to learning at school, there are many wonderful opportunities for learning at home and in the community.

- Offer your child different types of reading materials such as magazines, newspapers and books.
- Take time to read with your child every day.
- Talk to your child often as you work around the house, run errands and shop to build vocabulary and develop critical thinking skills.
- Also, be sure to set aside time each day for your child to do his/her homework and take the time to talk about what your child is learning in school.

Advocate for your child

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

Have family fun!

Spend a few minutes each day enjoying each other's company. Listen to your child. Let your child pick an activity to do with you like playing a game or taking a walk. Family time is important!

CMS AND SCHOOL WEBSITES – WWW.CMS.K12.NC.US

The CMS website offers up-to-date information on the latest district news. The site provides daily updates, as well as departmental information, school profiles, testing information, board policies, calendars, bell schedules, weekly school lunch menus and much more. The About Us section of the website also offers helpful fact sheets and district information. In addition to the district website, each CMS school has its own website. Simply click on Schools on the CMS website and select the school of interest.

WAYS TO STAY CONNECTED TO CMS:

Charlotte-Mecklenburg Schools uses ParentSquare as its school-to-home communication tool. The platform is designed to keep parents and guardians informed and encourages greater engagement and connection among our schools, the district and families. ParentSquare allows district administrators, school principals, teachers, staff, and parents to:

- Send and receive school and class information
- Share pictures and files
- See calendar items
- Schedule parent-teacher conferences
- and much more . . . all in one centralized place!

[ParentSquare Get Started Guide \(English\)](#)

[ParentSquare Get Started Guide \(Spanish\)](#)

CMS Social Media

Find and like us on:

Facebook.com/CharMeckSchools

Twitter: @CharMeckSchools

Instagram: @CharMeckSchools

LinkedIn: <https://www.cmsk12.org/>

INCLEMENT WEATHER

Weather patterns in Mecklenburg County can be unpredictable; and can impact one part of the county and not others. Therefore, procedures have been put in place in accordance with CMBE **policy O-WTHR** to ensure the Superintendent can make informed decisions about keeping the district open, close schools, transition to remote, or delay school start, or release schools early and/or cancel after school activities.

Cancellation, Delay, and Early Dismissal

The safety of our students and staff is our first priority. Any decision to close, delay, go remote, or release early is made with one overriding factor in mind: the well-being of our students, their families, and CMS staff. Here are some important points to remember:

- The decision to close or delay a school or schools, or shift to remote learning, will be made no later than 4:30 a.m. When possible, the decision will be made earlier.
- Senate Bill 671, which the Governor signed into law on Friday, July 8th, 2022, allows for the permanent option for public school units to use a limited number of remote instruction days, rather than closing for inclement weather or other emergencies. CMS reserves the right to exercise this option when and where appropriate.
- CMS also has the option of opening the district on a two-hour delay.
- Announcements about changes in school schedules will be delivered through the CMS parent notification system; posted on the district website; and be shared via social media platforms and our mobile app. Information may also be accessed through area radio and television stations, or by calling the Communications Services Office at (980) 343-7450.
- Please do not call individual schools or the news media. Generally, all CMS schools will be affected by a decision to close or modify the instructional day, and not just schools in the area(s) of the county where weather conditions are most severe.
- If no announcement is made, schools will operate on a normal schedule.

Inclement Weather During the Instructional Day

Principals are given a certain amount of latitude to implement safety plans when severe weather situations occur while school is in session.

The staff at each school monitor weather conditions to make a determination as to whether implementing “full” tornado safety procedures are warranted. Each school campus identifies locations as tornado/severe weather shelter areas. Typical locations are hallways, classrooms, or interior rooms away from outside windows. During tornado “warnings” the plan is for students to assume the “duck and cover” position. For staff and students in mobile classrooms, sheltering in place is generally safer and more appropriate than attempting to move the students into the physical building(s) during a severe weather event.

Weather conditions sometimes worsen during the day after children have arrived at school. If early dismissal of schools is necessary, information will be announced through the CMS parent notification system, district website, local radio and television stations and CMS web and social media sites.

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

Make Up Days and Facilities Use

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

Whenever school has been canceled or will be dismissed early, CMS will provide information about all activities for students, including CMS after-school activities and After-School Enrichment Programs (ASEP) through the district website and CMS parent notification system.

REGISTRATION OF NEW STUDENTS

Registering Your Child for School

To determine your child's home school, contact Student Placement at (980) 343-5335 or visit cms.k12.nc.us and click on [Find My School](#). The home school is based on a parent's or guardian's home address. A family that wishes to enroll in the home school can go directly to that school for the enrollment and registration process.

Spaugh Administrative Center

The Spaugh Administrative Center is a family-friendly center that houses the following district offices:

- Student Placement: Assists families with questions about what is needed to enroll in the district. Parents can make an appointment to meet with a specialist to discuss enrollment issues. To make it convenient for our families, we offer three options for meetings: telephone, virtual or face-to-face.
Phone: (980) 343-5335
- Pre-Kindergarten Program: Provides families with information on the district's Pre-K program and assists with the application process. Parents who are interested can set up an appointment to review program eligibility and have their child screened for the program.
Phone: (980) 343-5950

School Choice Programs @ Education Center Elizabeth Schmoke Randolph Building 4421 Stuart Andrew Blvd, Suite 608

School Choice Programs: Assists families by providing information about the district's school choices opportunities and enrollment process.

Phone: (980) 343-5030

Email: schoolchoice@cms.k12.nc.us

School-Entry Requirements

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

at: <https://publichealth.nc.gov/wch/doc/aboutus/HAForm2016Revised-062917.pdf>

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

Only two types of exemptions are valid to waive immunizations:

- **Religious belief:** A written statement with the child's name, the date and signed by the parent with a statement of a bona fide religious belief is required.
- **Medical:** North Carolina requires the physician to complete a Medical Exemption Statement Form (DHHS 3987) for an immunization exemption to vaccinations. This form is accepted by schools for specified conditions. If only a temporary waiver for an immunization is needed, the physician must provide a signed medical note that includes the reason for the waiver and the length of time/duration required.

Immunization Requirements for School Entry

Parents/guardians have 30 calendar days to provide documentation of required health assessment and immunizations. If documentation is not provided, principals have both the authority and responsibility to exclude students until proof is presented. Without proof of immunizations, students will be excluded from school starting on **Thursday, September 26, 2024..**

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

Documents needed to register:

- Completed Enrollment
Document: <https://www.cmsk12.org/domain/6553>
- Copy of student birth certificate or other proof of age and legal name
- Two proofs of Mecklenburg County residency (see page 2 of enrollment form)
- Most up-to-date immunization records (Complete record required by the first day of school entry)
- Health Assessment (All children entering NC public schools for the first time must submit proof of a health assessment within 30 days of the start of school.)
- [Immunization requirements for school attendance.](#)
- Age requirements: In compliance with North Carolina law, students must be 5 years of age on or before August 31st to be considered for Kindergarten. Students applying for the Montessori schools Pre-K program must be 4 years of age on or before August 31st in order to be considered.

SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional learning (SEL) is defined as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies an SEL Framework with five core competencies to support learning and development, as well as four key settings where SEL can be practiced, generalized, and supported. The CASEL core competencies can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers. The Core Competencies are Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. The Four Key Settings are Classrooms, Schools, Families & Caregivers, and Communities.

Self-Awareness: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Responsible Decision-Making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Relationship Skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and support.

In Charlotte-Mecklenburg Schools, students experience social emotional learning through a mix of direct instruction and through integration of social/emotional skills learning and practice throughout the instructional day. All students complete a social emotional skills and supports screener twice annually. Results are used to guide school leaders and staff in school-wide social emotional instruction and support needs. Parents are provided with access to the screening tool and their students' individual results. Please notify the school if you would like to opt your student out of social emotional screening.

The information provided on the SEL Framework is adapted from the CASEL website.

Detailed information can be found

here: <https://casel.org/fundamentals-of-sel/what-is-the-caselframework/>

AFTER-SCHOOL ENRICHMENT PROGRAM (ASEP)

After-School Enrichment

The After-School Enrichment Program (ASEP) provides programming for Pre-Kindergarten through 8th grade students beyond the regular school day. ASEP offers a safe, nurturing and enriching environment with a relaxed atmosphere and activity choices. Programming is designed to further the growth of children's social skills and to support their academic achievement. Curriculum-correlated activities are planned daily to reinforce reading and math skills. There is time for talking with friends, playing games of strategy, physical and recreational activities and reading. Homework sessions are supervised and a snack is provided.

After-School Enrichment is offered at the sites listed below. CMS does not provide transportation home from ASEP. You may enroll your child at an ASEP site different from the school site he/she attends, but school bus transportation from school to the ASEP site will be provided only within the attendance boundary or magnet program boundary (if applicable) of your child's school. Parents must complete the alternate stop request via the CMS Transportation website for approval. ASEP is open from school dismissal until 6 p.m. Program fees cover programming on all school days and all day on teacher workdays. ASEP also offers optional programming on days that are not school holidays during winter break and spring break. Daily fees for these optional days are \$25 per student.

Before-School Care Program

Before-School Care is offered at some schools that begin their instructional day at 8:30 a.m. or later. Fees for this service are based on the hours of operation.

After-School Enrichment Summer Camp

After-School Enrichment Summer Camp is offered for eight weekly sessions in the summer at several school sites around the county. Current weekly fees of \$150 are subject to increase for summer .

Program Fees

There is a \$47 family registration fee; a re-enrollment fee is charged anytime there is a break in service. ASEP's fees for the 2024-2025 school year can be found on the ASEP website, <https://cmsk12.org/asep>, according to bell schedule and service options:

Full weekly fees are charged for school weeks with holidays. Before- School Care children have no additional fees for full-day programming on workdays. **Winter and Spring Break (Optional Care):** \$25/day for students. A minimum enrollment of 24 families is required for all programs to operate.

For More Information

The majority of CMS Pre-K, elementary and middle school After-School, Before-School and Summer-Enrichment programs are licensed by the North Carolina Division of Child Development and staffed at a ratio of one adult to 18 children or two adults to 25 children. Child Care Resources Inc. (704) 376-6697) can subsidize eligible families. Parents may call the ASEP Office at (980) 343-5567 for more information.

Elementary School Sites

Bain	Endhaven	Palisades Park
Ballantyne	First Ward Creative Arts Academy	Park Road Montessori
Barnette	Governors' Village STEM	Parkside
Berewick	Grand Oak Elementary	Paw Creek
Beverly Woods	Greenway Park	Pineville
Billingsville	Hawk Ridge	Piney Grove
Blythe	Hickory Grove	Polo Ridge
Chantilly Montessori	Highland Creek	Providence Spring
Charles H. Parker Academic Center	Highland Mill	Rama Road
Clear Creek	Hornets Nest	Rea Farms STEAM Academy
Collinswood Language Academy	Huntersville	Reedy Creek
Cornelius	Idlewild	Renaissance West STEAM Academy
Cotswold	Irwin Academic Center	River Gate
Croft Community School	J.H. Gunn	River Oaks Academy
Crown Point	J.V. Washam	Selwyn
David Cox Road	Joseph W. Grier Academy	Shamrock Gardens
Davidson	Knights View	Sharon
Dilworth ES	Lake Wylie	Smithfield
Dorothy J. Vaughan	Lansdowne	South Academy of International Languages
Druid Hills	Lincoln Heights Montessori	Steele Creek
Eastover	Long Creek	Stoney Creek
Elizabeth Lane	Mallard Creek	Torrence Creek
Elizabeth Traditional	Matthews	Tuckaseegee
Elon Park	McAlpine	University Meadows
	McKee Road	Whitewater Academy
	Mint Hill Elementary	Winget Park
	Mountain Island	
	Myers Park Traditional	
	North Academy of World Languages	
	Oakhurst	
	Olde Providence	

Pre-K Sites

Hickory Grove Elementary

Highland Mill

Park Road Montessori

Lincoln Heights Montessori

University Meadows

Middle School Sites

Collinswood Language Academy

Druid Hills Academy

Governors' Village STEM

Mountain Island Lake

Academy

North Academy of World Languages

Piedmont

South Academy of International Languages

ATTENDANCE

School attendance sets the foundation for academic success. Every Pre-K through 12 student should feel welcome and want to be in attendance daily. District and school staff, families, students, and the community have roles in daily attendance and prevention of chronic absenteeism. There is strong evidence of a direct relationship between good attendance and student achievement. Parents should stress to their children the importance of attending school regularly and make every effort to get children to school daily. We understand that a multitude of factors may affect your child's school attendance. Some of the most common factors impacting school attendance include health, transportation, and personal stress.

Please contact the school to discuss any barriers to attendance as soon as concerns arise. One of the school's roles is to problem-solve with you for the purpose of preventing major attendance problems.

A student must attend school for at least half of the day to be counted present. This means that very late arrivals or early dismissals may result in your student being counted as absent even if they were present for part of the day. Parents of secondary students are encouraged to monitor their students' attendance using PowerSchool. Please contact school staff if you note any discrepancies in your student's attendance record.

In North Carolina, the attendance law states that children must be enrolled in school between ages 7 and 16. Beginning in kindergarten, if any enrolled student under the age of 17 has 10 or more unexcused absences, and the parent /guardian is not making a good faith effort to address attendance challenges, the parent/guardian may be prosecuted. Your student's school wants to partner with you to address any attendance concerns. See [CMS Board Policy S-ATT](#) for local policy, and state statute [N.C. G. S. – 115C-378](#) for state attendance laws.

A school representative will contact parents/guardians when their child accumulates 3, 6 and 10 unexcused absences. After 10 unexcused absences, the principal's designee or attendance official will issue a 10-day letter stating that the student is in violation of the NC attendance law and parents may be referred for prosecution and the Department of Social Services notified.

The following absences are school-initiated and principal approved:

- Field trip (school-initiated activity)
- Verified interview—College Day (high school juniors and seniors)
- Special programs (community program sanctioned by the school)
- District or approved by the principal that is of educational value)
- Explorers (secondary schools)
- Internship (includes pages—secondary schools)
- Junior Achievement (secondary schools)

The absences listed below are considered excused once school personnel have received verification from the parent/guardian:

- Illness of student
- Death in the immediate family
- Quarantine
- Approved educational opportunity (Form 5123.21, available at school)
- Doctor appointment
- Court or administrative proceedings
- Religious holiday (approved religious observances; must be approved in advance)

The absences listed below and all other absences not listed below are unexcused:

- Bad weather
- Missing the bus
- Car trouble
- Lack of heat, water or electricity
- Shopping
- Babysitting
- Lack of clothing or shoes
- Oversleeping

It is important that parents/guardians report all student absences to the school, regardless of the reason. You may report any absence on your child's school webpage by selecting the "Report and Absence" icon.

Make-Up Work After Student Absence

When a child returns to school following an absence, the student must assume the responsibility for contacting individual teachers immediately about making up any missed work. Arrangements must be made no later than five school days after the student returns to school. If the work is satisfactory, full credit should be given for the completed work.

Per the [CMS homework policy](#), credit for late work shall be awarded according to the following guidelines when a student was absent:

- If the student was not present in class on the due date because of an excused absence, full credit shall be given for the completed work;
- If the student was not present in class on the due date because of an unexcused absence, the work may be given less credit.

Remote Learning Attendance

Additional consideration will be made in determining a student's attendance if the school is operating in a remote learning environment. Attendance for students who are present for live, online instruction for 50% or more of the school day will be recorded as "present off-site" (1R).

Current legislation allows 1R only for students enrolled in a virtual school program.

- Completes daily lesson/module(s) as assigned by teacher, and submits classwork within 1-day of assigned date
- Evidence of engagement with course content (module completion, posts to discussion boards, enrollment in 100% asynchronous courses, etc.)
- Two-way course content-related communication between student & teacher
- Absent for live online instruction but watches recording of instruction, assigned videos or reading selections, or other class assignments on same day

Note: Please be in touch with your child's teacher or the school directly if you have any questions or concerns.

High School Guidelines for Attendance and Recovery

Absence Rule: High school students absent from eleven class periods will receive a grade of F for that particular course. This rule applies to all absences, whether excused or unexcused, in accordance with CMS Regulation S-ATT/R.

Recovery Program: In the event that a high school student is absent from eleven or more class periods, each school shall develop procedures for students to make up excessive class absences. Parents are encouraged to reach out to their student's school when there is an extreme hardship that impacts the student's attendance. Students may appeal the decision in this regard according to procedures established by the principal. The principal's decision on the appeal is final.

Tardies

Students are expected to be at school on time. Students tardy for such reasons as oversleeping, missing the bus or being transported late by private vehicle are not considered excused. In addition, students are expected to remain at school and be on time for classes the remainder of the day. High schools may use a lock-out program to allow teachers to manage student tardiness. Following this program, students who are tardy to class are refused admission to their regularly scheduled class and must go to a designated area to complete classwork or to do work assigned by the administration. Parents are encouraged to monitor PowerSchool for high school class period attendance and tardy information.

Truancy

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

Parents are encouraged to contact the school social worker or counselor to request a problem-solving team meeting if their student is refusing to attend school or skipping school.

BEHAVIOR AND DISCIPLINE

Code of Student Conduct

The CMS Student Rights, Responsibilities and Character Development Handbook is a comprehensive document that covers the CMS Code of Student Conduct, expected behavior of students while they are on the bus, at school, involved in school-sponsored activities and during the virtual learning environment. In addition, consequences for inappropriate behavior are clearly spelled out.

All students and parents should read the Student Rights, Responsibilities and Character Development Handbook, sign the pledge form in the front of the handbook and return the form to the school. The handbook is made available to all students at the beginning of the year and can also be found online at [Code of Student Conduct](#) LINK WILL NEED TO BE UPDATED WHEN NEW NEW BOARD POLICIES ARE APPROVED

Bullying

Bullying and harassment are strictly prohibited in CMS. It is the policy of the Board of Education to maintain learning environments that are free from harassment and bullying (Bullying Policy & Regulation S-BULLY). This includes, but is not limited to, freedom from harassment or bullying:

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

Additional information on bullying can be found in the Student Rights, Responsibilities and Character Development Handbook. Students who feel bullied, harassed or intimidated at school by an adult or another student, or who witness such conduct should report the incident as soon as an incident is known. Anonymous reporting can be found at [Say Something](#) for grades 6-12, and at <https://cms.ethix360.com/> for grades K-5.

Anyone involved, witnessing, or aware of bullying should report the incident using the on-line anonymous bullying platform. All bullying concerns, even concerns that were previously reported to the school administrator, should be reported using this platform. The anonymous bullying platform is located on every individual school website as well as in the Connect section of the main CMS web page. The report can be made anonymously, or the reporter can leave their name and contact information. Retaliation for making a report is strictly prohibited under the CMS Bullying Policy S-BULLY.

To view the Policy Code: S-BULLY Bullying please visit goo.gl/xtMe84

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

Discipline

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

In-School Suspension

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

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

To allow the students' regular academic work to continue, the ISS teacher will assist students in the completion of assignments from their regular teachers. The ISS teacher will coordinate with Student Services personnel to develop and provide self-assessment materials for students to complete, both individually and in small groups. There should also be supplementary materials, such as information on test-taking skills, reading improvement and math remediation for students to complete. A student identified as a child with a disability will also have access to an EC teacher when appropriate.

Out-of-School Suspension

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

Out-of-school suspension is the disciplinary exclusion of a student from school and is imposed for the protection of the student, his/her peers and staff, or to help the principal maintain an orderly school environment. Principals are required to follow certain steps before suspending a student – which include investigating the situation, providing the opportunity for an informal hearing with the student, and providing written notice of suspension. The number of days for a suspension of 10 or fewer days is determined by the principal.

Suspensions of more than 10 days are imposed by the superintendent or designee.

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

Discipline for Conduct Occurring Away from CMS Property

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

Disciplinary Reassignment

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

Expulsion

Under N.C.G.S. §115C-390.11, the Board of Education may, upon recommendation of the superintendent, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

Participation in a Civil Demonstration

Students must coordinate with school administration on the logistics of participating in a civil demonstration that occurs on school property.

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

STUDENTS WITH DISABILITIES-SECTION 504

Section 504 of the Rehabilitation Act of 1973

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

Definition of a "person with disabilities"

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

Identifying Student Disabilities

Anyone may raise a concern about a student's unique need for special help. Once a concern is raised, parents, teachers, and other staff members meet to discuss all relevant information about the student.

The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's medical condition and current needs at school. Based on the information received, the Section 504 team considers whether the student qualifies as an individual with a disability under Section 504. If the team needs more information, the team will obtain the parent's consent to conduct an evaluation. If the team determines that the student has a disability, the team identifies what types of support is appropriate to meet the student's needs. These accommodations will be described in a document referred to as the Section 504 Student Services Plan.

Section 504 Student Services Plan

A Section 504 plan describes the accommodations and services that the school provides to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations and services will create this service plan to provide clarity and direction to the individuals delivering services or making accommodations. A Section 504 Student Services Plan may be updated at any time to reflect changes and recommendations by the team. The plan should be reviewed on a yearly basis or updated earlier if the student's needs or diagnosis/impairment(s) changes.

Role of Parents

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

Role of Teachers

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

Addressing Issues with a Section 504 Student Services Plan

Ongoing communication between parents and teachers will help avoid disagreements related to the fulfillment of a student's services plan. When parents' or teachers' concerns are not addressed to their satisfaction, they should contact the school principal or the site-based Section 504 Coordinator or school counselor. If the plan is not appropriate, it should be revised following the same procedures used to develop the original plan. Because situations change and students' needs change, flexibility in this process is key to assist everyone in meeting the student's needs.

Procedural Safeguards

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

Under Section 504, parents have the right to:

- receive notice regarding the identification, evaluation, and placement of their child
- receive prior notice when the school is changing or discontinuing services for their child
- review their child's records
- participate in an impartial hearing
- a review process

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

- policies of nondiscrimination
- grievance procedures
- contact information for the Section 504 Office and compliance manager

Student Discipline

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

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

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

If either of these questions are answered "yes", then the conduct was a manifestation of the student's disability and the student must return to school immediately.

If not, the student may be disciplined in the same manner as his or her non-disabled peers. Revisions to the student's services plan may include strategies and supports, such as conducting a Functional Behavioral Assessment (FBA) and creating a Behavioral Intervention Plan (BIP). These strategies may reduce the likelihood that inappropriate behavior occurs in the future and encourage more socially acceptable behaviors within the school setting.

Differences between IDEA and Section 504

Both IDEA and Section 504 guarantee students with disabilities access to a free and appropriate public education. However, there are major differences between them, specifically in the criteria used to determine eligibility and the definition of a free and appropriate public education.

IDEA provides specific categories of disabilities including hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disabilities.

For a student to receive exceptional children education services under IDEA, the student's educational performance must be adversely affected by the disability and he or she must be in need of special education services (i.e., specially designed instruction). Students with a disability who meet specific IDEA requirements are also protected under Section 504 but do not need a separate service plan. Finally, IDEA applies only to individuals from birth through age 21.

Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance; however, the definition states that in order to be eligible for a Student Service Plan, the student must "have a physical or mental impairment which substantially limits one or more major life activity or bodily function." Students ineligible for services provided under IDEA may be eligible for accommodations under Section 504.

Contact Information

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

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

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

Hospital/Homebound Services

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

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

If parents need further information they may contact the CMS Hospital/Homebound Program Manager:

Tammie Holt
Section 504 and Exceptional Children Homebound Program Manager
4421 Stuart Andrew Boulevard
Charlotte, NC 28217
(980) 343-2723
tamaral.holt@cms.k12.nc.us

Americans with Disabilities Act

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (ADA), the Charlotte-Mecklenburg Board of Education (CMS) does not discriminate against any person on the basis of disability in admission or access to the programs, services or activities of the Charlotte-Mecklenburg Schools, in the treatment of individuals with disabilities, or in any aspect of operations.

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

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

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

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

EXCEPTIONAL CHILDREN-INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

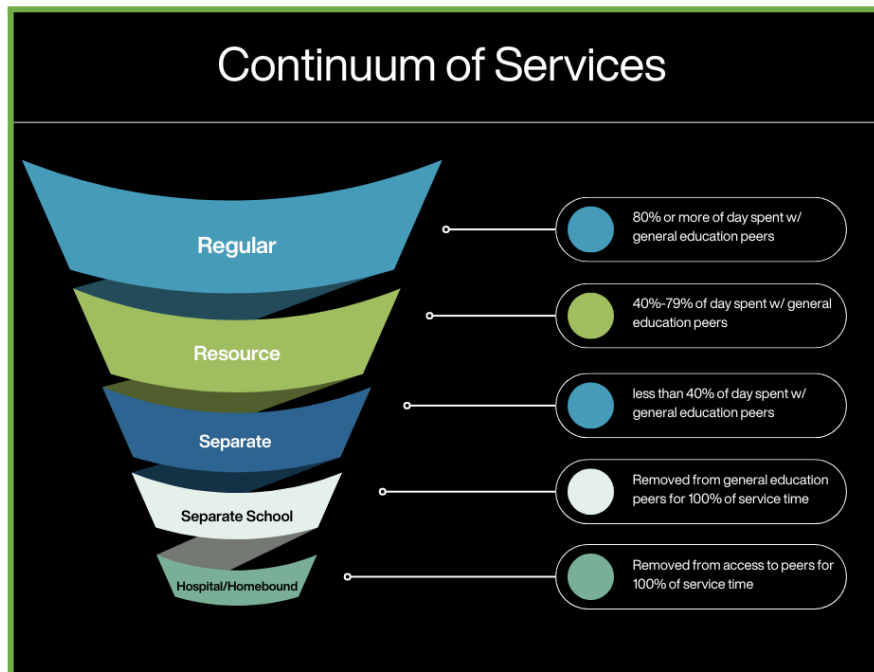
Programs for Exceptional Children

The primary purpose for Exceptional Children programs is to ensure that students with disabilities develop academically, physically and emotionally through the provision of an appropriate and individualized education in the least restrictive environment.

A student with a disability may qualify to receive special education and related services by meeting eligibility criteria in one of the following categories: autism, deaf-blindness, developmental delay (for children ages three through seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment including blindness.

A student who qualifies as a student with a disability receives an Individualized Education Program. This process is completed through formal and informal evaluations to determine eligibility in accordance with state guidelines.

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



LEVELS OF SERVICE:

- Regular - 80% or more of day spent with general education peers (i.e. co-taught class)
- Resource - 40% - 79% of day spent with general education peers (i.e. pull-out services)
- Separate - Less than 40% of the day spent with general education peers (i.e. Extensions, SBS, or OCS)
- Separate School - Removed from general education peers 100% of the day (i.e. Charlotte-Mecklenburg Academy or Metro School)
- Residential- Removed from CMS (ex. RHA Howell Center)
- Hospital/Homebound - Removed from access to peers

[CMS Special Education Services](#)

Students with disabilities may be instructed and assessed via the North Carolina Standard Course of Study or through the Extended Content Standards. The Individualized Education Program (IEP) states in writing the special education services to be provided to each student with a disability and the method in which each student will be assessed.

Parental Notice (FERPA)

Pursuant to the requirements of the Family Educational Rights and Privacy Act (FERPA), the Charlotte-Mecklenburg Board of Education (the Board) will need to obtain written consent before we share certain student information with Medicaid and its authorized representatives. The information will only be used to request reimbursement from Medicaid for certain medical services that the District provides to students pursuant to their Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA).

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

The District may not require parents to sign up for or enroll in any public benefits or insurance programs or require parents to incur an out-of-pocket expense, such as a deductible or co-payment. The District may not use a student's Medicaid benefits if the use would decrease available lifetime coverage or any other insured benefit, result in the parent paying for services that would otherwise be covered by Medicaid, increase premiums or lead to the discontinuation of benefits, or risk the loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

The District is required to obtain parental or student consent (if 18) in order to disclose Medicaid billing information about a service provided to this student. If you are a parent or guardian of a student who may receive such eligible services, or if you have reached the age of 18 and receive or may receive such eligible services, you will receive a consent form to sign at the student's next annual review.

You may revoke your consent at any time. Revoking or refusing parental consent does not relieve the District of its responsibility to continue providing necessary services at no cost to the parent.

Parents' Rights

For a complete explanation about parental right of students with disabilities, please consult the Procedural Safeguards: Handbook on Parents' Rights (English:

<https://www.dpi.nc.gov/parent-rights-handbook/download?attachment>

Spanish:

<https://www.dpi.nc.gov/parent-rights-handbook-spanish/download?attachment>), which is available at all schools, from the Exceptional Children Department, on the CMS website or from the North Carolina Department of Public Instruction (www.dpi.state.nc.us).

Where to Get Assistance

If you have questions about the need for Exceptional Children services or the program in your school, please contact the school directly and ask to speak with the Exceptional Children Department chairperson.

For additional information or assistance, you may contact:

Exceptional Children Department
4421 Stuart Andrew Blvd, Suite 500
Charlotte, NC 28217
(980) 343-6960
ec@cms.k12.nc.us
For TTY calls, use:
Relay North Carolina
800-735-2962/TTY
800-735-8262/V

Multilingual Learners (MLs)

Federal Law

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

Title III

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

Language Instruction Educational Program (LIEP)

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

For more information, please contact:

Learning and Language Acquisition (LLA) Department
4421 Stuart Andrew Blvd., Suite 350
Charlotte, NC
28217 Courier
#835A
980-343-0432

ELEMENTARY AND SECONDARY EDUCATION ACT

Overview

The Elementary and Secondary Education Act (ESEA) is a federal law that took effect in its current reauthorization (December 2015). The Every Student Succeeds Act (ESSA) was implemented in the 2017-2018 school year after a transition year in 2016-17. The law provides an overall system for improving student achievement. The law has three goals:

- 1. Ensure that all students, including those from low-income families, minority populations and students with disabilities, meet the state’s challenging content and student performance standards**
- 2. Hold schools responsible if all children do not perform on or above grade level**
- 3. Ensure that all students have access to a high quality teacher**

North Carolina submitted and received approval of the state accountability plan under ESSA that includes the following key elements:

- 1. Provides a concise statement of the innovation the state expects for students, including using adaptive environments, personalized learning, and empowered educators**
- 2. Establishes 10-year goals for student performance using state End-of-Grade (EOG) and End-of-Course (EOC) assessments and goals for closing achievement gaps**
- 3. Continues the School Performance Grades model, in which schools earn A-F grades based on proficiency measures, student-growth targets and student subgroup performance**

The NC ESSA plan can be found at the North Carolina Department of Public Instruction (NCDPI) website:

<https://bit.ly/33QfT2X>

What does this mean for my child?

Every child in North Carolina is required to meet the standards set forth in the NC ESSA plan. Under the federal law and state plan, students and schools are required to meet a “proficient” rating in reading and mathematics on state assessments. North Carolina has defined those students making a Level III, IV or V on the EOG and EOC tests in reading and math as being “proficient.”

Principals, teachers, parents and students each have a part to play in ensuring the success of each individual child.

Strategies already in place in CMS to ensure that no child or school is left behind

CMS intends to meet these goals and provide the resources to help all students be successful in the classroom. CMS has also made tremendous gains in closing student achievement gaps.

CMS put measures in place long before ESSA took effect to ensure that every child, regardless of race, social status or ability, receives a quality education at every school.

Elementary/Middle School Requirements

All students in grades 3-8 are required to take the state assessments in reading and math. Students in grades 5 and 8 also take a science assessment.

High School Requirements

At the high school level, 10th grade students must meet the ESSA performance requirements in Math I and English II. The goal is to have all students performing at or above grade level (Level III, IV or V). High schools will also be measured on ACT results (grade 11 students) on state assessments, WorkKeys and Future Ready Core (Math III) at grade 12 and four-year cohort graduation rates.

STUDENT WELLNESS & ACADEMIC SUPPORT

Student wellness and academic support services provide comprehensive support to assist all students in maximizing academic achievement. These services are delivered by school counselors, school psychologists, school social workers, substance abuse counselors, interventionists, and community partner agencies.

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

Multi-Tiered Systems of Support

Every school in CMS implements Multi-Tiered Systems of Support (MTSS). MTSS is a tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. North Carolina employs a systems approach, using data-driven problem solving to maximize growth for all students. So what does this mean for you and your student? It means that ALL students will be provided the instruction they need to make progress towards standards. All students will receive core academic, social-emotional, and behavioral instruction. The school MTSS Leadership team will check to make sure the practices are being used effectively. When groups of students or individual students are not making progress, then the school MTSS leadership, or grade/content area teams will review the instruction, the curriculum, and the environment to consider what changes are necessary to meet the needs of the students. Parents are a vital part of this problem-solving process. Some students may need a supplemental layer of support via small group instruction or counseling). Based on a review of multiple data points, students who are not successful with supplemental support will be directed to the school's individual student problem solving team to be considered for intensive intervention.

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

- Early screening of all students for the purpose of identifying problems that could impact learning
- Maximizing student achievement through whole-child problem solving, which is a method inclusive of parents
- Steady monitoring of student progress
- Increased communication regarding student progress and achievement
- Use of evidence-based instructional and behavioral interventions to meet student needs

School Counseling

The fundamental role of school counselors is to implement comprehensive school counseling programs that improve student outcomes in the areas of academic achievement, social emotional learning and college and career readiness. Counselors work collaboratively to lead, advocate, and promote equity and access for all students by connecting their comprehensive program with their school's and district's mission to foster a positive learning environment and support student growth.

Through a comprehensive school counseling program, school counselors:

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

School Psychological Services

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

School Psychologists:

- Use decision-making processes in collaboration with other team members to identify academic and behavior problems
- Assist with development and implementation of effective interventions that are based upon data collected and the outcomes of selected interventions
- Facilitate communication and collaboration with students, school personnel, community professionals, agencies, families and schools
- Work to help create healthy learning environments that promote optimal teaching and learning environments
- Help to develop academic and behavioral goals and to monitor student's progress toward the stated goals
- Incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes
- May provide direct counseling and indirect interventions through consultation for students with mental health problems that impede academic learning and /or social skills learning
- Complete suicide risk assessments and mental health screenings assessments and link families with appropriate community resources
- Help create linkages between schools, families, and community agencies to ensure coordinated services when multiple agencies or service providers are involved
- Conduct evaluations to help identify unique cognitive, emotional, behavioral and academic strengths and deficiencies

School Social Services

School social workers provide services in four core service areas: assessments, dropout prevention (attendance and truancy), crisis interventions and services to McKinney-Vento (homeless) students. Additionally, school social workers support social and emotional learning initiatives and are a critical part of the MTSS team.

School Social Workers:

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

Substance Abuse Services

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

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

Parents often wonder where they can receive assistance if they suspect that their child is using marijuana, prescription drugs, alcohol, or other substances. The Student Assistance Program counselor can conduct a screening and assessment, can offer information about community resources, can provide psycho-education, and brief counseling services when appropriate. Student Assistance Program counselors also work with students and their families when there is a violation of the district's Code of Conduct related to drug and alcohol usage and possession (Rule 28).

All Student Assistance Program counselor records are maintained separately for confidentiality purposes. The Student Assistance Program cannot administer any form of drug testing nor can they divulge whether a student has disclosed substance use.

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

School-Based Mental Health Program:

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

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

HOUSING EMERGENCIES

McKinney-Vento Program

Overview and Support

At times, students' families may experience housing emergencies or crises. Services are available for students whose families are experiencing a housing crisis and lack fixed, regular and adequate overnight accommodations.

A housing crisis is defined as:

- Living with a friend, relative or someone else because you do not have permanent housing
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations
- Living in emergency, transitional or domestic violence shelters
- Living in cars, parks, public spaces, bus or train stations or similar settings

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

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

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

Subtitle B of Title VI of the McKinney-Vento Homeless Assistance Act defines “homeless” as follows:

The term “homeless children and youths” –

- A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1))
- B. includes –
 - a. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
 - b. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C))
 - c. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
 - d. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)

COORDINATED SCHOOL HEALTH

Coordinated School Health Program

Charlotte-Mecklenburg Schools (CMS) recognizes that health and academic success go hand-in-hand. Healthy students and healthy staff achieve more together. The CMS Coordinated School Health Program (CSHP) uses the Whole School, Whole Community, Whole Child approach to support teachers, parents and communities to meet the physical, emotional, social and educational needs of students. Guided by the District's Wellness Policy (S-WELL; S-WELL/R), together we can help all students become healthy, educated and productive adults.

Services provided through the ten components of the CSHP are:

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

*In compliance with SB 49, consent is required prior to administration of a student well-being questionnaires or health screenings. Parental consent must be obtained. Please notify your school if you would like to opt your student out of other health services.

Benefits of Coordinated School Health:

- Reduced school absenteeism
- Fewer behavior problems in the classroom
- Improved student performance – higher test scores, more alert students and more positive attitudes among students
- New levels of cooperation and collaboration among families, teachers, school and health officials and community organizations
- A more positive school climate, enhancing engagement among educators and their students
- The inclusion of health awareness in the fabric of student's lives
- Students who are more prepared to become productive members of their communities and who can better cope with the world around them
- School Health Advisory Council
- School-based health teams at each school

School Nursing Services

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

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

Chronic Health Problems or Conditions:

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

Parents should:

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

Your child should STAY HOME:

- If an oral temperature above 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 go to: <https://www.cdc.gov/vaccines/vpd/vaccines-diseases.html>

Safe Surrender

Pursuant to N.C.G.S. § 7B-500, a female may legally surrender her newborn baby (up to seven days old) to a responsible adult without fear of criminal prosecution. School social workers, school nurses, counselors, and law enforcement agents are examples of responsible adults who are familiar with this law. Safe surrender is anonymous and legal. More information can be found at: <https://bit.ly/2l46Ci0>. Those individuals without internet access can contact a school nurse or social worker.

COVID-19/FLU/SIMILAR RESPIRATORY ILLNESSES

NC DHHS has removed their StrongSchools COVID guidance requirements and advises districts to follow the CDC guidance for preventing the spread of infection in K-12 schools. People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. If someone is sick they should stay home until they have been fever free for at least 24 hours without taking fever reducing medicines.

For school-related outbreaks of reportable communicable diseases, the health department works directly with CMS, providing notification and guidance for health and safety in our buildings. The notification must maintain confidentiality in accordance with NCGS § 130A143 and all other state and federal laws. Additional guidance to individuals will be provided based on the situation and established protocols will be followed.

Contact Information

For more information, visit the Coordinated School Health website at: <https://www.cmsk12.org/Page/713www.cms.k12.nc.us/CMSDEPARTMENTS/CSH/Pages/default.aspx> or contact CMS Coordinated School Health:

- **Monica Adamian, MPH**
monicas.adamian@cms.k12.nc.us | (980) 343-6269
- **Treva Johnson, MPH, MS**
trevad.johnson@cms.k12.nc.us | (980) 343-2383

HEALTH EDUCATION & PHYSICAL EDUCATION

The Health and Physical Education Curriculum is a K-high school comprehensive program which supports the objectives of the North Carolina Standard Course of Study for healthful living (Healthful Living Essential Standards). The Healthful Living Essential Standards is organized by grade level, competency goals and objectives. The strands define the major elements of healthful living that are relevant across grade levels and provide unifying threads of understanding supported by goals and objectives. Objectives that build gradually and sequentially are provided for each grade level, kindergarten through high school, and the same strands and competency goals occur in every grade level.

Health Education

Competency goals reflect the logical and sequential building of health knowledge and skills from kindergarten through high school for each strand within the Healthful Living Essential Standards. The following five North Carolina essential standards are taught in health education: (1) Mental and Emotional Health, (2) Interpersonal Communications and Relationships, (3) Alcohol, Tobacco, and other Drugs, (4) Personal and Consumer Health, and (5) Nutrition and Physical Activity.

Specific objectives for growth and development or puberty education begin at the fifth-grade level and reproductive health and safety education begin at the sixth-grade level, and continues through high school. The North Carolina Department of Public Instruction and North Carolina Statutes 115C-81.25 - .30 require public schools to provide age-appropriate instruction. A comprehensive health education program is taught to students from kindergarten through ninth grade. As required by law, the health education program includes age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, and reproductive health and safety education.

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

Prior to RHASE instruction, your child will receive a parent form. If you want to review the RHASE curriculum, please contact your child's school or health teacher or visit:

<https://www.cmsk12.org/Page/7931>

Physical Education

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

Physical education builds confidence, self-esteem, motor and sports skills to be physically active for life. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning.

Physical education is a sequential, age appropriate educational program that provides students with the knowledge and skills needed to develop a healthy, active lifestyle. Our program provides evidence of its effectiveness through measurable outcomes that have been achieved by students. *Physical education elective courses, athletic participation, or out-of-school physical/athletic activities do not satisfy the high school physical education requirement

Adapted Physical Education Services

Physical education is a curricular area available to all students. If the student cannot participate in the general physical education program, specially designed individualized instruction in PE (Adapted PE) shall be provided.

North Carolina state law requires physical education for all students. Under the Individuals with Disabilities Education Act (IDEA), Adapted Physical Education is required for those students with disabilities who require specially designed instruction in order to receive Physical Education. Physical Education includes:

- Physical and motor fitness
- Fundamental motor skills and patterns
- Skills in individual and group games and sports, and activities (including intramural and lifetime sports)

An adapted physical education instructional program must be designed by the IEP team (Exceptional Children) or the 504 facilitator and the appropriate team. The adapted physical education consultant must be included as part of the IEP team. For more information contact the Exceptional Children Department Chairperson at your child's school.

Healthy Active Children Policy

In addition to the physical education requirements, the Healthy Active Children Policy requires that all elementary and middle school students be provided a minimum of 30 minutes of vigorous physical activity each day. Complete policy details can be accessed at [NC HAC Policy](#) and include:

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

Medical Information

Parents should inform their child's physical education teacher of medical conditions that may interfere, alter or limit participation in physical education activities so appropriate accommodations can be made.

SCHOOL NUTRITION SERVICES

The Breakfast and Lunch Program

It is the goal of School Nutrition Services (SNS) to provide a healthy and nutritious breakfast and lunch daily, while allowing students to choose from the foods they enjoy eating. Menus for each grade level are posted to the CMS website each month.

If you have questions or concerns about our programs, please feel free to call School Nutrition Services weekdays from 7:30 am to 4:30 pm at (980) 343-6041 or visit the School Nutrition department page at cmsk12.org.

The Breakfast Program

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

The Lunch Program

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

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

2024-2025 School Meal Prices

Students	Breakfast	Lunch	Reduced Lunch	Milk (1/2 pint)
Pre-K	No charge	\$2.50	\$0.40	\$0.75
Elementary & Middle School	No charge	\$2.75	\$0.40	\$0.75
High School	No charge	\$3.00	\$0.40	\$0.75
Adults	A la carte	A la carte	A la carte	\$0.75

Note: *Students attending eligible CEP schools receive lunch at no charge.*

Extra Items

All cafeterias offer a variety of snacks and beverages as extra items.

These foods are offered in addition to, not in place of, the regular menu at an additional cost. All food items offered are in compliance with USDA Smart Snacks regulations and are restricted in fat, sugar, sodium, trans fat and calories. Students must have cash or funds available on their account to purchase these items. **No credit will be extended.**

Special Nutritional Needs

CMS School Nutrition is committed to serving your child a nutritious meal each day. We recognize that some students have special dietary needs due to a medical reason, such as allergy, intolerance or therapeutic diet. A current CMS Diet Order form is available on the CMS website or may be obtained from the school cafeteria manager or school nurse. The Diet Order form will remain on file in the cafeteria computer system until we receive a parent/guardian request that the restriction is to be removed.

Periodically, School Nutrition will send out a letter to all students with a current diet order in our system asking if there have been any changes to the student's restrictions. If there are no changes, there would be no need to submit another Diet Order form. Incomplete Diet Order forms cannot be processed and will be returned to the parent/guardian for completion. Upon receipt of each completed form, School Nutrition will modify menus and instruct cafeteria managers in regards to each special diet.

A registered dietitian on staff supervises the management of all special nutritional needs. Parents are encouraged to review appropriate food choices from the menu with their child. Families desiring to manage diabetes, food allergies, etc., without submitting a Diet Order form, may view information regarding nutrition, carbohydrate content and major food allergens from our interactive menu application called Nutrislice.

CMS School Nutrition does not purchase or serve peanuts or tree nuts or products containing peanuts or tree nuts; therefore, a Diet Order form only specifying a peanut or tree nut allergy is not required.

View Your Digital Menus with Nutrislice

School Nutrition Services uses Nutrislice to display digital menus for all grade levels. You can easily view information about what is on the menu each day and see an image and description of food items, as well as nutritional and allergen information.

Our innovative and interactive site and mobile app make our menus more convenient and informative than ever before! Access any Charlotte Mecklenburg Schools' menu on a desktop or mobile browser at <http://cms.nutrislice.com> or get the Nutrislice App on your mobile device in 3 easy steps:

1. Download the Nutrislice App (from Apple or Android App stores)
2. Open Nutrislice App - Search for Charlotte-Mecklenburg Schools - NC
3. Find your school name in Nutrislice to view specific menus

Special Promotions

Many of our school cafeterias plan special events and promotions to make meal time fun and to encourage students to eat healthy meals. Some of our events include Welcome Back to School, National School Lunch Week (October), and National Nutrition Month and National School Breakfast Week (March).

It is the policy of School Nutrition Services that promotions are designed to include all children. The purchase of a meal is not necessary to participate in any promotion.

Community Eligibility Provision Schools (CEP)

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

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

An application can be completed online by visiting the School Nutrition Services department on the CMS website cmsk12.org. A paper version of the application can be downloaded from the website and can also be obtained by contacting your child's school or the School Nutrition Department at (980) 343-6041. Please do not hesitate to contact our office if we can assist you further.

Free and Reduced-Price Meal Applications

The meal application is a family application. Only one application needs to be completed for each household. Apply online for free or reduced-priced lunch by visiting our website or you may obtain a paper application from your child's school. If you are completing a paper application, please mail to Charlotte Mecklenburg Schools, School Nutrition Services, PO Box 668847, Charlotte, NC 28266-8847.

Students who were approved for benefits last year will continue receiving lunch under last year's approval until a new application is processed. Students have up to 30 days to reapply for meal benefits. Students who do not reapply for the current school year will need money for meals beginning the 31st school day. New students must have an approved application on file before meal benefits begin. At the beginning of a new school year, if a student moves from a CEP school to a school that is not CEP the parent must complete a meal application within 30 days to be considered for meal benefits. Students will need to have money for lunch if an approved meal application- is not on file.

Pre-K, elementary and middle school students who do not have an approved application on file and do not have money in their account will receive a complete meal. The price of the meal will be charged to the student's account. Students will be asked to return any extra items on their tray to the cashier. The student's parent/guardian is responsible for reimbursing the cafeteria for any money charged to the student's account, even if an application is approved at a later date. High school students are not allowed to go into the negative to purchase any food items. There is a "no charge" policy in high schools.

The parent/guardian is responsible for ensuring their child has an approved application on file. If a letter detailing the status of the meal application is not received within 10 working days after the application is submitted, call (980) 343-6041 to inquire about the status of your application.

Student Meal Account Information

All students have their own account and are provided a blue card on the first day of school with their Personal Identification Numbers (PINs) and barcode.

Students will need to enter their PIN or scan their barcode card when receiving breakfast, lunch or purchasing additional items from the cafeteria. CMS student ID badges with barcodes work and are recommended. High school students can also scan a QR code in the cafeteria to obtain their barcode on their phone.

Meal Payment Options

School Nutrition Services will accept payment for purchases in the cafeteria by cash, personal check, money order, cashier's check at the school or online (credit/debit card.) Money can be placed in the student's account at any time.

Online Meal Payment Service

Parents may pay for school meals using Visa, MasterCard or Discover by logging onto www.paypams.com. This requires a one-time registration process. Once you register, you will use the same login and password throughout your child's school years or until you discontinue the service. There is no charge to the parent for using this service.

Check Acceptance Policy

School Nutrition Services will gladly accept checks for the amount of purchase or for prepayment under these conditions:

- Checks are to be made payable to the school's cafeteria
- A phone and driver's license number must be included on the check
- Include the student(s) name along with their student ID or PIN number

Returned Check Penalties

School Nutrition Services uses Checkredi to collect funds from checks returned for insufficient funds. Once the check has been returned, Checkredi will resubmit the check electronically (twice if necessary) to your bank. There will be a \$25 charge for returned checks. Contact Checkredi at 1-866-433-7334 if you have any questions regarding a returned check.

The use of a check is your acceptance of these conditions.

Purchase Adjustments/30-Day Limit

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

Refunds on Closed Accounts

Parents of students leaving CMS have up to 90 days to request a refund of money on account or have it transferred to another CMS student.

Amounts less than \$5 will be transferred (upon request) to another CMS student account but not refunded. Contact School Nutrition Services at (980) 343-6041 for a refund or transfer of money on account.

This institution is an equal opportunity provider.

To view the complete USDA Non-Discrimination Statement use the link below:

<https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-other-fns-programs>

Guidelines for Foods in the Classroom

Foods have played an important role in the classroom over the years in areas of nutrition and science education, celebrations, rewards and in many other ways. Recent changes in society and our environment necessitate that we use foods in the classroom with a measure of caution. Increases in food-borne pathogens that can cause severe illness, the threat of bioterrorism and a great increase in the number of children with potentially lethal food allergies dictate that care be taken with foods brought from home and eaten in school. A policy, "Students with Food Allergies," was adopted in April 2005 to address these concerns. In addition, the following cautions are to be followed in all schools in order to protect the health and safety of children and staff:

1. Any food shared in school must be from an inspected commercial facility and must be labeled with its contents. (e.g., Harris Teeter cupcakes with a printed list of ingredients from the HT bakery, packaged crackers, etc.)
2. Fresh fruit and vegetables may be shared, but must be thoroughly washed with friction under running water or in a fruit cleaner. Fruits and vegetables which grow on the ground (melons) should also be washed thoroughly to prevent contamination when cutting. Utensils used for cutting or serving should be thoroughly washed and dried between uses. Avoid reusing a knife that has been used to cut sandwiches with cheese or meat. Cross contamination could lead to allergic reactions or food poisoning.
3. Products such as milk, cheese or fruit juice, which have not been pasteurized, may not be shared in the classroom or at school activities.
4. The special diet and healthcare needs of all students should be addressed in a confidential and supportive manner by all staff.
5. Peanut-free or other allergen-free tables should be designated for children diagnosed with severe airborne or contact allergies to those substances in the classroom and other learning environments where food products may be used. When such an area is designated, a child or staff member (not the child with the allergy) must clean the designated table with previously unused paper towels, soapy water and dry with a clean paper towel. That table must remain free of the allergen at all times. Cleaning should take place before each use.

6. It is the responsibility of the parent/guardian to provide information regarding a food allergy to the teacher, the school nurse and School Nutrition Services. The school nurse will draft an Emergency Action Plan (EAP) with the parent and will educate staff about the special needs of the child with severe food allergies, after the parent has signed the EAP.
7. Foods brought to school to be shared should be checked for content. No foods with known allergens should be given to children who have previously been identified as having an allergy to any of its contents. When there is a doubt, the food should not be given unless the parent states it is safe for the child. Parents may supply "safe" alternatives and request that their child avoid handling any other food products.
8. A student with high risk allergy that cannot be avoided in the cafeteria may be allowed to remain in the classroom with adult supervision while the other members of the class go to the cafeteria or the whole class may eat in the room, provided no allergens are brought into the classroom. Such special accommodations, as well as any additional safeguards required for an individual student, should be made in collaboration with school administrators, the school nurse and School Nutrition Services. When appropriate a 504 plan will be developed by the team. Other ways to protect a student with a life-threatening food allergy are found in the new CMS regulation "Students with Food Allergies."
9. Riders on school buses, including the driver, must refrain from eating on the bus as a safeguard against choking and against allergic reactions of students with food allergies. It is important to note that deadly allergic reactions can be triggered by food particles in the air.
10. Whenever foods are brought to school for snacks or celebrations, choices that are low in sugar and fat content should be considered.

The following are some healthy snack suggestions:

- Pretzels
- Graham crackers, vanilla wafers, ginger snaps
- Carrot sticks
- Dried fruit
- Apple or banana slices
- Small pizza bagels
- Fruit yogurt

Safe and healthy nutrition needs to be taught by example in school and at home. Help all children be healthy and ready to learn.

In April 2005 the Charlotte-Mecklenburg Board of Education passed a groundbreaking policy that proactively addresses the needs of the growing population of CMS students who have been identified as having life-threatening allergies to certain foods. The policy requires schools to make reasonable efforts to protect the health of children for whom contact with or ingestion of certain foods can be fatal, while not attempting to create school environments that are guaranteed to be free from the risk of contact with lethal allergens.

The regulation, which was approved by the superintendent, goes into more detail on the measures that are to be used to minimize the risk to these children.

Policy S-FOOD: Students with Food Allergies

The Board of Education recognizes the increasing frequency and intensity of allergic reactions to foods by certain students and the impact these reactions may have on all children in the educational environment. Therefore, CMS will:

- Make every reasonable effort to promote and protect the health of children in school by providing food choices that are safe as well as nutritious;
- Provide environments that reduce the risk of ingestion or contact with foods that trigger allergic reactions for students with known life threatening food allergies
- Develop prevention and management educational materials and make them widely available to CMS staff, students and parents

The superintendent will adopt regulations setting forth a detailed plan for how the District will accomplish the above objectives that shall include information regarding the development of appropriate accommodations or healthcare plans for individual students with life threatening allergies to foods.

Regulation S-FOOD/R

Pursuant to the following guidelines and plans, the District will address the increasing frequency and intensity of allergic reactions to foods by certain students and the impact these reactions may have on all students in the educational environment.

General Guidelines

1. Educational information that is made available to CMS staff regarding the prevention and management of allergic reactions to food.
2. Information regarding the prevention and management of allergic reactions to food shall be made available to CMS students and their parents through the Parent-Student Handbook and by other means, such as principal newsletters and Parent Teacher Student Association communications.

3. The District makes all reasonable efforts to no longer purchase or use products containing peanuts for the preparation of food in school cafeterias. Further, the District makes its best efforts to purchase only products prepared in peanut-free environments for use in preparing food in school cafeterias.
4. Principals prohibit the sale of peanut products in vending machines in schools.

Plans for Students with Life-Threatening Allergies to Foods

CMS recognizes that it is not possible for the District to totally eliminate the risk of exposure of students with life-threatening allergies ("identified students") to foods that trigger allergic reactions. However, the District takes seriously its responsibility to take reasonable steps to protect the safety of its students. Therefore, in an effort to identify students with life-threatening allergies to foods, initiate safety precautions to avoid allergic reactions by these students and prepare school staffs to deal with such allergic reactions should they occur, CMS adopts the following guidelines:

1. Parents of a student with a life-threatening allergy to a food must provide the school principal and the school nurse with documentation from a licensed healthcare provider describing the specific allergic condition of the child.
2. After receiving the required documentation, the school shall work with the parents of the identified student to develop a plan to minimize the specific risks to the student. Schools should also work with the parents to develop an emergency healthcare plan for use in the event of an allergic reaction by the identified student. Staff should work in partnership with the parent to develop this plan. Staff may include, but are not limited to, the principal, school nurse, the student's teacher, the After School Enrichment site coordinator and the cafeteria manager.
3. A health care plan may be developed to address various ways to limit the identified student's exposure to food(s) containing the specific allergen. While not exhaustive, following are examples of provisions that may be considered for inclusion in a healthcare plan. (This list is intended to be illustrative; only the provisions that are appropriate should be included in the healthcare plan and other accommodations should be added, as necessary. Each healthcare plan must be tailored to the needs of the individual identified student.):
 - a. A special diet developed by School Nutrition Services
 - b. In elementary schools, the requirement that the identified student's teacher supervise all students in the class in washing their hands before and after eating
 - c. The provision of information to the identified student's classmates and their parents regarding the dangers presented by the inclusion of foods containing the identified allergen in lunches brought to school

- d. The provision of separate art supplies for the identified student
 - e. Designation of a specific computer keyboard and monitor that the identified student is to use only after it has been thoroughly cleaned
 - f. Strict enforcement of CMS rules requiring that only commercially-prepared foods with complete ingredient labels are to be sent to school by parents for students to share during classroom events
 - g. Restrictions on the kinds of tasks assigned to the identified student (such as cleaning off tables in the classroom or the cafeteria)
 - h. In elementary schools, storing the lunch boxes of classmates of the identified student's class outside of the classroom
 - i. Distributing the identified student's photograph to school staff designated by the principal and explaining the allergic condition to them
4. The development and implementation of a health plan shall be carried out in a supportive manner that protects student confidentiality. Students may be eligible for protection under a 504 Plan. Parents should consult the 504 coordinator at the school for more information.
 5. Schools at which there is an identified student(s) will provide a table in the cafeteria that is to be kept free of the types of allergen(s) that impact the identified student(s) (e.g. a "nut free" table). While this table shall be available to the identified student(s), they shall not be required to eat only at this table.
 6. Principals should make reasonable efforts to assure that all school staff who have substantial direct contact with an identified student are made aware of the student's emergency healthcare plan and are trained to recognize the symptoms of and respond to an allergic reaction.
 7. Should an identified student be suspected of having an allergic reaction, all staff who have been trained to perform first aid or a life-saving technique are authorized to provide treatment according to the student's emergency healthcare plan. Staff must also call 911 and contact the student's parent(s).
 - a. Throughout this regulation, references to "parent" or "parents" include one or both parents, the legal guardian or legal custodian of a student.

TECHNOLOGY SERVICES
STUDENT INTERNET USE AND NETWORK ACCESS

S-SINT/R

I. Purpose

Charlotte-Mecklenburg Schools provides an electronic communications and wireless connection network (hereinafter the "CMS network") that allows students internal access to CMS information resources and external access to the Internet. Access to the CMS network and the Internet is a privilege provided to students solely to support student education, research, and career development, and is therefore subject to certain restrictions as may be set forth by the Board of Education or the Superintendent. The provisions of this regulation apply to all students and include all aspects of network use, whether via desktop or laptop computer, or personal technology device (PTD)¹ owned by CMS or the individual student, parent, or other third party. Violations of any provision of these regulations may result in cancellation of the student's access to the CMS network and possible disciplinary actions.

Disciplinary consequences for violations of this regulation will be imposed according to rules set forth in the current CMS Code of Student Conduct, as set forth in the Student Rights, Responsibilities & Character Development Handbook.

II. Access to Information

The Internet provides access to computer systems located all over the world. The District shall inform student users and the parents of minor students that CMS cannot completely control the content of the available information. The information accessed by students may be controversial and offensive to certain students and parents.

However, the benefits from the valuable information and interaction available to students outweigh the disadvantages of the possibility that students may find inappropriate material. CMS does not condone the access to or use of such information and takes precautions to inhibit access to it. The responsibilities accompanying freedom of speech and access to information will be taught to all student users. Parents are encouraged to instruct their children regarding materials they do not want them to access. However, CMS does not accept responsibility for enforcing parental restrictions that go beyond those imposed by the District.

III. Goals and Accessibility

A. CMS Network Goals for Student Use

1. To support the implementation of local curricula and the North Carolina Standard Course of Study;
2. To enhance learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, critical thinking, communication, collaboration, and creativity;
3. To encourage appropriate career development; and To promote life-long learning.

B. Access to Information

1. Students will be able to access information that may include:
 - A. Information, news, and resources from businesses, libraries, educational institutions, government agencies, research institutions, CMS online school media center catalogs, online textbooks and tutorials, other digital media content, and a variety of other sources
 - B. Public domain and shareware software
 - C. Telecommunications with individuals and groups around the world

C. Digital Citizenship Education

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

IV. Acceptable Uses

A. Purposes of Use

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

B. Digital Citizenship Rules

Students shall be taught the importance of discretion and appropriate, safe behavior when using the CMS network to access information over the Internet. Users must abide by Digital Citizenship rules, which include, but are not limited to:

1. Students must be polite; rudeness will not be tolerated
2. Students must use appropriate language; use of profanity, vulgarities, abusive, or inappropriate language will not be allowed
3. Students must practice appropriate online behavior when using PTDs; cyberbullying will not be permitted
4. In any electronic communications, students must not reveal any personal information about others, such as full name, personal

address, or phone numbers

5. Students should release their own personal identification information with discretion, and only when such release supports a student's education or career development. As set forth in Section IX, below, CMS is not responsible for any damages or injuries suffered as the result of a student releasing personal identification information.

V. Unacceptable Uses

A. Penalties for Unacceptable Uses

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

B. Unacceptable Uses

Transmission of material in violation of any federal or state law, regulation, or CMS policy or regulation is prohibited. Unacceptable uses include, but are not limited to, the following types of conduct:

1. Taking any actions that may disrupt the CMS network
2. Knowingly introducing or attempting to introduce viruses or other malware into the network
3. Unauthorized access ("hacking") into computer systems or networks;
4. Logging into the network on a personal account and allowing others to access that account, unless permitted by an instructor for collaboration purposes
5. Accessing proxy avoidance sites
6. Encouraging or committing unlawful acts, violations of the CMS Code of Student Conduct, or using the CMS network to promote illegal activities
7. Accessing or using threatening or obscene material
8. Accessing pornography
9. Using discriminatory, defamatory, offensive, or harassing statements or language including disparagement of others based on their race, color, ancestry, national origin, sex, sexual orientation, socioeconomic status, academic status, gender identity or expression, age, disability, religious, or political beliefs through any means including phone, online, or other digital communications
10. Sending or soliciting abusive or sexually oriented messages or images
11. Accessing material that is harmful to minors
12. Violating copyright laws, including duplication of software or plagiarism
13. Utilizing the CMS network for commercial purposes

14. Providing political or campaign information or lobbying for a political cause or candidate unless directly connected to an instructional activity
15. Operating a business for personal gain, sending chain letters, or soliciting money for any reason
16. Posting photographs or school work of an individual student on student-created web pages without confirming that a Photo and Video Release form has been signed by the student's parents
17. Posting personal information about students or staff without proper authorization
18. Forwarding personal communications without the author's prior consent
19. Distributing material protected by trade secret
20. Accessing the Internet via personal Wi-Fi accounts, through individual PTD accounts, or by any manner other than connecting through the secure wireless connection provided by CMS
21. Downloading, installing, or otherwise using unauthorized games, music, public domain, shareware, or other unauthorized programs on any school computer or network

VI. Monitoring and Filtering

A. Monitoring

CMS will monitor the online activities of students.

B. Filtering

CMS will maintain centralized software in order to provide Internet control and filtering. The filtering software is intended to allow valuable online Internet access while, to the extent possible, inhibiting access to content that is obscene, pornographic, harmful to minors, or whose purpose is to promote, encourage or provide the skills to commit illegal activities, including gambling, use of illegal drugs, hate speech, or criminal skills. The filtering software is also intended to prohibit access to sites for online merchandising, alternative journals, and games. CMS will make every effort to update the filtering software on a daily basis.

VII. Privileges

Use of the CMS network is a privilege, not a right. Inappropriate use or other violation of the provisions of this regulation may result in limitation or cancellation of user privileges and possible disciplinary actions under appropriate federal or state statutes or the CMS Code of Student Conduct. Activity by users is not confidential or private.

VIII. Personal Technology Device (PTD) Rules

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

A. Internet Access

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

B. Security and Damages

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

C. Student Agreement

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

1. All PTDs:

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

2. Students acknowledge that:

- a. The CMS network filters will be applied to their connection to the Internet. Attempts to bypass the filters are in violation of this regulation and Policy S-SINT

- b. Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of this regulation and PolicyS-SINT
- c. Processing or accessing information on CMS property related to "hacking," altering, or bypassing network security policies is in violation of this regulation and PolicyS-SINT
- d. CMS has the right to collect and examine any PTD that is suspected of being used to violate the Code of Student Conduct or was the source of an attack or virus infection
- e. Printing from a PTD is allowed on CMS property only if authorized by the supervising teacher
- f. A PTD must be charged prior to being brought to school and must be battery-powered while in use on CMS property. A PTD may be charged on CMS property only with prior approval from the supervising teacher.

D. Additional School-Specific Policies

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

IX. Disclaimer

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

X. Security

Security on the CMS network is a high priority. Attempts to tamper with the network, individual user accounts, software applications, to access the network using the name and password of another user, or to share a password may result in cancellation of user privileges. Email is not guaranteed to be private; system administrators have access to all email. Email messages relating to or in support of illegal activities will be reported to the authorities, and appropriate disciplinary action will follow.

XI. Vandalism

Vandalism will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy network or computer equipment and/ or data of anyone connected to the network. This includes, but is not limited to, uploading, creating, or transmitting computer viruses or worms. Vandalism of networks and computer systems, including unauthorized access, may be a violation of criminal law.

XII. Agreement

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

CMS Technology Agreement Form
Parent/Guardian and Student Notification

I am being issued a Charlotte-Mecklenburg Schools (CMS) device and charger. I agree to keep these items safe and well maintained. I will follow the guidelines for care of the device as explained below.

DEVICE FEES	
<i>Students and parents/guardians are responsible for the cost of repairing devices that have been damaged, lost, or stolen while in their possession.</i>	
FEE SCHEDULE	EXAMPLES INCLUDE
\$10 for chargers	Lost or Damaged: Chromebook Chargers, iPad Chargers
\$15 damaged device	Keyboard damage, screen damage, headphone jack/charging port damage, cracked casing
\$50 lost and stolen or total replacement	Lost, stolen or damaged beyond repair: Chromebooks, iPads, hotspots
\$5 miscellaneous	Missing keyboard keys, missing asset tags, stickers or written markings

RULES AND REGULATIONS	
SECURITY	
<ul style="list-style-type: none"> · I agree to keep track of where my assigned device is at all times. · I will never leave my assigned device unattended. It must be properly secured when not in use. · I understand that I am not permitted to loan my assigned device to anyone under any circumstances. · I acknowledge that the assigned device is equipped with security features for tracking purposes and that my usage will be monitored. · I will prioritize my personal safety and exercise discretion when using the device, avoiding actions that may attract unwanted attention. 	
CARE	
<ul style="list-style-type: none"> · I will take measures to prevent scratches on the screen of my assigned device. · I will ensure that food and beverages are kept away from my assigned device to prevent any damage. · I will refrain from marking, drawing, writing, or placing unapproved stickers on the device or its case. · I understand that any attempt to disassemble or repair any part of my assigned device is not permitted, and I agree not to undertake such actions. · In the event of damage, including but not limited to scratches, cracks, or dents, I will promptly report the damage to the school administration within 24 hours. · If my assigned device is stolen or vandalized, I will file a police report and promptly notify the school administration within 24 hours. 	
USAGE	

- I will follow the CMS Acceptable Use Policy (AUP) for use of the CMS devices and network systems.
- I will not reformat the device, tamper with security settings, or change its operating system.
- I will adhere to all applicable copyright and software license agreements that forbid downloading of media and software that has not been legally acquired.
- I will not engage in any harassment or acts of intimidation (cyber-bullying) to harm other people using my assigned device or any other electronic device ([S-DISC/R](#)).

RESPONSIBILITY

- I understand that my assigned device is subject to inspection by any staff member, teacher or administrator at the school, at any time and without notice. I further understand that the device remains the property of CMS.
- I agree to return the device and charger in good working condition immediately upon request by CMS.
- I will return the assigned device to my school upon request, if I withdraw, am expelled, or terminate enrollment at my school for any reason.
- I will complete the Digital Citizenship lessons.

PARENT/GUARDIAN ACKNOWLEDGMENT
Responsibility for Student-Assigned Loaned Devices

This notice outlines your responsibilities regarding the device and charger that Charlotte-Mecklenburg Schools (CMS) is loaning to your child.

CMS may hold a parent or guardian liable for any minor who willfully defaces, damages, or fails to return any CMS property ([S-DISC/R](#)).

- I agree to the Security, Care, Usage, and Responsibility conditions listed in the *Rules and Regulations* on the previous page. I understand that if my child fails to abide by these *Rules and Regulations*, resulting in damage or loss of their assigned device, I am responsible to pay the fees associated with the damage or loss.
- The student-assigned device is the property of Charlotte-Mecklenburg Schools, with the sole intended use for the student whom it has been assigned.
- I further agree to abide by Charlotte-Mecklenburg Schools' Acceptable Use Policy for use of computer equipment and Charlotte-Mecklenburg Schools' Student Internet Use Agreement.

Print Student Name (Last, First): _____

Student Signature: _____ Date: _____

Print Parent (Guardian) Name: _____

Parent (Guardian) Signature: _____ Date: _____

DEVICE CARE RESOURCES

[PreK-2nd Device Care Parent Resource](#)

Device Care Video

[3rd - 13th Device Care Parent Resource](#)

Device Care Video

Footnotes

1. A personal technology device ("PTD") is a portable Internet accessing device designed to transmit communications by voice, written characters, words, or images, share information, record sounds, process words, and/or capture images, such as a laptop, tablet, smart-phone, cell-phone, PDA, or e-reader.
2. Unless otherwise stated, references to "parents" include one or both parents, legal guardian, or legal custodian of a student, or person acting in loco parentis to the student.
3. Student behavior guidelines are set forth in the Code of Student Conduct, which is updated and made available to students each year.
4. Cyberbullying is the use of information and communication technologies, including but not limited to email, cell phones, text, still photograph or video messages, instant messaging, defamatory personal websites, and online personal or public web sites or journals, to convey an offensive, racial, derogatory, bullying, or obscene message to another person, including but not limited to references to race, color, ancestry, national origin, gender, socioeconomic status, academic status, gender identity or expression, sexual orientation, religion, physical or sensory disability, and/or physical appearance.
5. The term malware, another word for malicious software, means "computer software designed to be destructive or disruptive, such as computer viruses and worms."
(Black's Law Dictionary)
6. "[A proxy] builds a firewall, which prevents attackers from gaining access to private information. It also protects users against harmful websites containing viruses." Proxy avoidance sites "allow users to bypass the proxy and view any sites they wish. This allows users access to restricted sites.
7. The term harmful to minors means "any picture, image, graphic image file, or other visual depiction that: 1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and 3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors." (Children's Internet Protection Act).

8. The Photo and Video Release form is available in the Student Forms booklet that is distributed at the beginning of the school year and posted online on the CMS Website (www.cmsk12.org).
9. This section is applicable beginning with the 2012/2013 school year.
10. CMS is not responsible for acquiring, using, servicing, or maintaining devices or data plans.
11. CMS property means all property owned or operated by the Charlotte-Mecklenburg Board of Education, including school campuses and buildings, athletic fields, playgrounds, parking lots, bus stops, District-owned vehicles including school buses and activity buses, and any other properties owned or controlled by CMS.

Students accept the terms of the Student Internet Use Agreement online. A copy of this agreement form is reprinted in this handbook on the following pages so that parents can read it, but it is not necessary for students to return a paper copy of it to their school. A form for parents to use if they do not want their children to be able to access the CMS network or the Internet at school is provided in the back of this book.

Note to parents and students: The following form(s) will be completed online by the student when logging on to the CMS computer network for the first time each school year. It is printed in the handbook so that parents can read the Internet Use terms that their children are being asked to accept.

It is not necessary for students to complete this form and return it to their school. Students who are unable to complete the form online will be asked to sign a paper copy at their school.

STUDENT COSTS (OPTIONAL)

Insurance (all grade levels)

The voluntary student accident insurance program is a low cost way for parents to defray medical expenses resulting from accidents involving their children. Students will receive brochures describing the student insurance plan.

Voluntary Student Coverage		Basic Option	High Option
Coverage Limit:	Max Medical Benefit	\$25,000	\$50,000
Premiums:	School Time Coverage	\$9.00	\$17.00
	Around the Clock Coverage (24 Hr.)	\$41.00	\$70.00
<i>Please refer to policy for details, exclusions and limitations</i>			

School Pictures

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

Elementary Schools — Individual pictures may be made twice a year; group pictures once during the school year. Purchase options offered in grades K-5 include soft cover picture books not to exceed a purchase price of \$20 plus tax; group pictures not to exceed a purchase price of \$10 plus tax; one picture packet at no more than \$10 plus tax, with no maximum price limit for larger packages.

Middle Schools — Individual pictures may be made only twice a year. Group picture may be made as appropriate for inclusion in the yearbook (see Middle School section at the back of this handbook). Purchase options offered in middle schools once a year include one picture package at no more than \$10 plus tax and no maximum limit for larger package options. Picture books (yearbooks) are not to exceed a purchase price of \$26 plus tax (see CMS Regulation S-FUD/R). Optional features may also be available as long as yearbook content is changed.

High Schools — Individual pictures may be made only twice a year. Group pictures may be made as appropriate for inclusion in the yearbook. Purchase options offered in grades 9-11 include one picture packet at no more than \$10 plus tax with no maximum limit for larger package options.

School Meals

Students	Breakfast	Lunch	Reduced Lunch	Milk (1/2 pint)
Pre-K	No charge	\$2.50	\$0.40	\$0.75
Elementary & Middle School	No charge	\$2.75	\$0.40	\$0.75
High School	No charge	\$3.00	\$0.40	\$0.75
Adults	A la carte	A la carte	A la carte	\$0.75

Note: Students attending eligible CEP schools receive lunch at no charge.

Students Without Meal Money

All students must have an approved meal application, cash or money on account to make lunch purchases. Procedures are in place for Pre-K, elementary and middle school students who do not have money to receive a complete lunch. The price of the lunch will be charged to the student's account. The student will be asked to return any extra items on his/her tray to the cashier. Parents will be notified of balances due and are responsible for payment. If payment is not received within 10 days of the date of the notice, the matter will be referred to the school principal for further action. High school students are not allowed to go into the negative to purchase any food items. There is a "no charge" policy in high schools.

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

Advanced Placement

Advanced Placement courses provide students the opportunity to experience college level work while in high school. Research has shown that students who participate in Advanced Placement courses outperform others in college, particularly in grades and graduation rates.

CMS believes that all children deserve access to the rigor of advanced coursework and can be successful with the appropriate support. Students enrolled in Advanced Placement courses have the opportunity to earn college credit depending upon the AP exam results and the college or university credit policy. All students who enroll in an AP course are expected to take the AP exam.

The State Board of Education supplies funds to pay for Advanced Placement Exams for the courses in which a student is enrolled. Late registrations and ancillary fees are not covered by the state; a \$40 fee for late exam orders, late exam cancellations, or unused exam fees will be charged. Fee waivers must be submitted to the AP Coordinator or Instructional Accountability Facilitator at the school if necessary. Students and parents should work with their school counselor to determine the Advanced Placement opportunities available to them. For more information on university credit policies, go to:

apstudents.collegeboard.org/getting-credit-placement/search-policies

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school system as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

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

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

A record of disclosures of the education records will be maintained in the student's cumulative folder. A parent or eligible student may inspect and review that record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA) requires that Charlotte-Mecklenburg Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CMS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

The District has designated the following information as directory information:

- Student's name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, academic recognitions and awards received;
- Most recent school attended.

The primary purpose of directory information is to allow CMS to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Sports programs;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information contained in an education record that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. However, Board policy states that directory information may only be released to outside organizations that offer and/or supply school memorabilia such as companies that manufacture class rings, publish yearbooks, or provide graduation products.

Board policy also defines "student list" information as including student names, addresses, telephone numbers, electronic mail address, grade level, and last school attended. Student list information can only be shared with the following outside organizations:

- Institutions of higher education
- School-affiliated nonprofit groups such as PTAs and Booster Clubs, to be used for purposes that are approved by the school principal
- Entities that are under contract with the school district to provide services that benefit students or a particular school on behalf of the school district

Before being approved to receive the information, each organization must agree in writing to:

- a. Use the Student List only for the express purpose for which it was requested
- b. Keep the Student List information confidential
- c. Not copy, disseminate, or otherwise disclose the Student List to any other entity or person
- d. Destroy the Student List upon completion of the use for which it was requested

In addition, two federal laws require CMS to provide military recruiters and institutions of higher education, upon request, with three directory information categories - names, addresses and telephone listings of each secondary school student served by CMS - unless parents of such students or students who have attained 18 years of age have advised the District in writing that they do not want directory information disclosed.

If you do not want CMS to disclose directory information from your child's education records without your prior written consent, you must notify your child's current school in writing within 10 days after the first day of the academic school year. CMS Board Policy S-REC "Student Records" is available on the CMS website. Parents and eligible students have the right to obtain a copy of this policy.

NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

- A. Consent before minor students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
 - 1. Political affiliations or beliefs of the student or the student's parent
 - 2. Mental or psychological problems of the student or the student's family
 - 3. Sex behavior or attitudes
 - 4. Illegal, anti-social, self-incriminating or demeaning behavior
 - 5. Critical appraisals of others with whom respondents have close family relationships
 - 6. Legally recognized privileged relationships, such as with lawyers, physicians or ministers
 - 7. Religious practices, affiliations or beliefs of the student or the student's parent
 - 8. Income, other than as required by law to determine program eligibility
- B. Receive notice and an opportunity to review:
 - 1. Any other protected information survey, regardless of funding
 - 2. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law
 - 3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute that information to others
- C. Inspect upon request and before administration or use:
 - 1. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
 - 2. Instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

CMS will, at least 10 days prior to administration of a protected information survey, make available to parents the opportunity to review (i) the full text of any protected information survey, and (ii) the process for providing consent to participate in the protected information survey. These opportunities to review will be provided electronically and in person. No student will be permitted to participate in a protected information survey without the prior written or electronic consent of the parent.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

PARENTS' BILL OF RIGHTS

On August 15, 2023, the North Carolina legislature passed the Parents' Bill of Rights. The purpose of the Act is to enumerate the rights of parents to direct the upbringing, education, health care and mental health of their minor children. To better serve our families, the District created a dedicated webpage that includes information, forms and resources that will help parents/guardians access information, request information, report concerns or submit objections, opt in for- and receive notification about specific things as it relates to their child(ren) who attend our schools.

Parents' Bill of Rights Information website: <https://www.cmsk12.org/Page/10200>

The Board also created and/or updated policies to incorporate the provisions of the Parents' Bill of Rights:

S-PRNT- Parent Involvement in Education: <https://www.cmsk12.org/Page/10155>

A-ILM - Instructional and Library Media Center Materials: <https://www.cmsk12.org/Page/10156>

A-CHE- Comprehensive Health Education Program: <https://www.cmsk12.org/Page/10157>

S-HLTH- Student Physical and Mental Health: <https://www.cmsk12.org/Page/10158>

TITLE IX

In compliance with Federal Law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability. Inquiries regarding compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities, may be referred to the District's Title IX Coordinator at titleixcoordinator@cms.k12.nc.us or to the Office for Civil Rights, United States Department of Education.

This notice is provided pursuant to the requirements of Title IX and the Educational Amendments of 1972, 20 USC § 1681 et seq and its implementing regulations, 34 CFR Part 106.

Any questions or concerns regarding the application of Title IX can be reported to:

Michele Jean-Jumeau
Director, Title IX
CMS Title IX Coordinator
titleixcoordinator@cms.k12.nc.us

Camile Durham
Executive Director, Title IX
Charlotte, NC 28206
980-343-9900

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
Post Office Box 14620
Washington, DC 20044 – 4620
(202) 208-2545
OCR.DC@ed.gov

Additional resources, including the District's Title IX grievance procedures, can be found at <https://www.cmsk12.org/Page/891>

TITLE VI

Purpose

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

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

Eligibility

Enrollment is open to any CMS student who is a member of a federal or state recognized tribe; or a child of any member of a federal or state recognized tribe; or the grandchild of any member of a federal or state recognized tribe. Completion of the "Indian Education Program/Title VI Student Eligibility Form" (EDForm 506) is required to determine a student's eligibility for Title VI support. You can access this form in the 2023-2024 Student Forms booklet. Completed forms should be sent to Chiquitha Lloyd, Title VI Indian Education Program Director.

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

Chiquitha Lloyd
Director of Diversity, Equity & Inclusion
4421 Stuart Andrew Blvd., Suite 350
Charlotte, NC 28217
(980) 343-8638
chiquitha.lloyd@cms.k12.nc.us

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

(a) It is the policy of the State of North Carolina to:

1. Promote safety and prevent harm to all students, staff, and visitors in the public schools.
2. Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
3. Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.
4. Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.
5. Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

(b) The following definitions apply in this section:

1. "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
2. "Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:
 - i. Significant physical harm, such as tissue damage, physical illness, or death.
 - ii. Serious, foreseeable long-term psychological impairment.
 - iii. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.
3. "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
4. "IEP" means a student's Individualized Education Plan.
5. "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

6. "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.
7. "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
8. "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.
9. "School personnel" means:
 - i. Employees of a local board of education.
 - ii. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
 - iii. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
10. "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:
 - i. Physically prevented from leaving by locking hardware or other means.
 - ii. Not capable of leaving due to physical or intellectual incapacity.
11. "Time-out" means a behavior management technique in which a student is separated from other students for limited period of time in a monitored setting.

(c) Physical Restraint:

1. Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:
 - i. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - ii. As reasonably needed to maintain order or prevent or break up a fight.
 - iii. As reasonably needed for self-defense.
 - iv. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
 - v. As reasonably needed to escort a student safely from one area to another.
 - vi. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
 - vii. As reasonably needed to prevent imminent destruction to school or another person's property.
2. Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.

3. Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
4. Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

(d) Mechanical Restraint:

1. Mechanical restraint of students by school personnel is permissible only in the following circumstances:
 - i. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.
 - ii. When using seat belts or other safety restraints to secure students during transportation.
 - iii. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - iv. As reasonably needed for self-defense.
 - v. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.
2. Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.
3. Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

(e) Seclusion:

1. Seclusion of students by school personnel may be used in the following circumstances:
2. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
3. As reasonably needed to maintain order or prevent or break up a fight.
4. As reasonably needed for self-defense.
5. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
6. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
 - i. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
 - ii. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.

- iii. The space in which the student is confined has been approved for such use by the local education agency.
 - iv. The space is appropriately lighted.
 - v. The space is appropriately ventilated and heated or cooled.
 - vi. The space is free of objects that unreasonably expose the student or others to harm.
 - 7. Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.
 - 8. Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
 - 9. Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.
- (f) Isolation: Isolation is permitted as a behavior management technique provided that:**
- 1. The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
 - 2. The duration of the isolation is reasonable in light of the purpose of the isolation.
 - 3. The student is reasonably monitored while in isolation.
 - 4. The isolation space is free of objects that unreasonably expose the student or others to harm.
- (g) Time-Out: Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.**
- (h) Aversive Procedures: The use of aversive procedures as defined in this section is prohibited in public schools.**
- (i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. §115C-390.3 or modifies the rules and procedures governing discipline under G.S. §115C-390.12.**
- (j) Notice, Reporting and Documentation:**
- 1. Notice of procedures – Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.
 - 2. Notice of specified incidents:
 - i. School personnel shall promptly notify the principal or principal's designee of:
 - ii. Any use of aversive procedures.
 - iii. Any prohibited use of mechanical restraint.
 - iv. Any use of physical restraint resulting in observable physical injury to a student.
 - v. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.

3. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
4. As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.
5. The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
 - i. The date, time of day, location, duration, and description of the incident and interventions.
 - ii. The events or events that led up to the incident.
 - iii. The nature and extent of any injury to the student.

ANNUAL EPA AWARENESS INFORMATION

The 1986 Asbestos Hazard Emergency Response Act (AHERA) requires inspections of all CMS facilities for the type, quantity, and location of asbestos containing materials (ACM). ACM has been found in almost every facility constructed prior to 1989. Schools constructed from 1989 were directed to be built without asbestos containing materials; this has been specifically noted in school design standards since that time.

Asbestos is a naturally occurring mineral and has been used in building materials for many years. Unless it is disturbed or damaged, it poses no health risk to building occupants.

Management plans have been developed for all facilities regardless of ACM content. Depending upon the condition of, and potential for exposure to, asbestos containing material. The plan calls for repair; remediation; continued surveillance; and, if needed, removal of ACM. Many schools in which ACM had been identified have been remediated, renovated, or replaced.

The plan for your child's school is located in the front office and is available for review during school hours.

Annual AHERA Notice

This notice is to inform you, as required by the Federal Asbestos Hazard Emergency Response Act (AHERA), that the documentation for the Charlotte-Mecklenburg Schools Asbestos Management Plan; the semiannual surveillance inspections; and the three-year re-inspection are available for your review in the office of each CMS school. Information regarding response actions may also be found in the Asbestos Management Plan files located at the Operations facility. If you have any questions or concerns, please contact:

Executive Director of Facilities Management (980)
343-5156

Manager of Environmental Health
(980) 343-9447

Integrated Pest Management

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

Notification of Pesticide Use

CMS may use pesticides to control pests at your child's school or other sites in the district. Under State law, you have the right to be notified annually of when CMS plans to apply pesticides in your school or facility and to request advance notice of pesticides used outside that schedule. Such notification must be given at least 72 hours in advance of a nonscheduled application of a non-exempt pesticide or as soon as possible after an emergency application (within 72 hours).

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

To request Advance Notification of Pesticide applications please visit your school or site's IPM contact.

Environmental Stewardship Policy

The Charlotte-Mecklenburg Board of Education believes that Charlotte-Mecklenburg Schools must be an effective steward of our natural resources. Through policy, CMS has committed that the district will continuously strengthen its efforts to and conserve our air, water and land resources; minimize or mitigate our impacts on the environment; and promote environmentally sound behavior. An annual report on these stewardship activities is provided to The Charlotte-Mecklenburg Board of Education.

TRANSPORTATION

In 2022-2023, CMS operated an average of 923 buses that traveled an estimated 113,046 miles daily. Approximately 110,046 students were assigned to CMS Transportation services. The District provides transportation for any student who is deemed eligible based on the Board-approved student assignment policy and regulations. CMS Transportation will provide services to and from school for eligible students with bus stops and bus route assignments based on their residence address in the District's student information system.

Maintaining a current and accurate address through your school at all times is essential. Please note: Parents may become responsible for morning drop off and afternoon pickup if an address change results in the child moving outside of his/her home school and the family chooses for the child to remain in the current or non-home school (additional details below). Individual student situations may vary, and not all conditions may apply to the above general statement. If you have specific questions, please contact your school administrator.

School Bus Stops and Bus Schedules

The superintendent, with the assistance of the Transportation department, will designate school bus routes and stops. Bus stops will likely be no closer than .2 mile unless an exception is made because of safety factors.

The distance students may be walking to their bus stops is based on the following criteria:

- Bus stops for elementary school students may be adjusted up to .2 miles if they are not currently subject to that distance
- Bus stops for middle and high school students will be adjusted up to .4 mile where feasible

School buses will come to a complete stop at each bus stop; if no student is in sight, the bus will continue on its route immediately. Bus drivers will not wait for a student who is not already at the bus stop and is prepared to board the bus in a timely manner. The school bus driver will report to the principal the name of any student who is frequently late in arriving at the bus stop.

Students should arrive at the bus stop at least **10 minutes prior** to the scheduled pick-up time. This will allow time for uncontrollable situations, such as traffic delays, weather, and possible functionality issues with Here Comes The Bus application. Students are also asked to wait for the bus at least **10 minutes** after the scheduled pick-up time before leaving the bus stop.

The bus information label received in August is a starting point for the bus schedule. Times will likely fluctuate earlier or later as students are added or deleted from the bus. Please contact your area transportation office for additional information.

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

Parent Responsibilities

- Parents/guardians are responsible for making sure their children get to and from the designated stop safely and timely
- Parents/guardians are responsible for selecting their children's walking routes to and from bus stops and home
- Parents/guardians are responsible for providing supervision that is appropriate to the student's age, maturity, and conditions that exist on the walk route
- Parents/guardians are fully responsible for their student's behavior, property damage, vandalism, and any other issues that may occur at and around the CMS bus stop
- Parents/guardians should know their children's bus number and stop location
- Parents/guardians shall know the bus rules and review them with their children

Express Bus Stops for Choice Schools

In addition to using common stops within neighborhoods, Express Stops may be assigned for the following choice schools for 2022-2023. Charlotte-Mecklenburg Schools Transportation is committed to ensuring that every student is focused on learning each day. CMS Transportation provides a gateway to academic achievement by facilitating safe, efficient, and equitable access for all students.

Over the years, CMS has increased the number of choice programs offered, resulting in a growing demand for more transportation. The department has identified Express Stops as an alternative mode to increase access, increase system efficiencies, and improve the student experience.

All students living outside the home school boundary, if applicable, and attending Northwest School of the Arts and Waddell Language Academy may be assigned to a express shuttle stop located at predefined CMS school parking lots.

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

Timely arrivals and pickups are critical for the safety and security of each student. Each assigned and eligible child should arrive at the assigned shuttle stop between 10-15 minutes prior to the assigned morning stop time and must be picked up 10-15 minutes after the assigned afternoon stop time. Consistent late morning arrivals and afternoon pick up of the student may result in a loss of the privilege to utilize bus service for the school year. If a student does not use a bus stop location for 10 consecutive days at any time during the school year, Transportation reserves the right to cease service for the student and/or eliminate the bus stop if there are no other eligible students assigned to the stop. Reinstatement for a bus stop may be requested online using the Transportation Service Request Form on the CMS website.

To the extent possible, students may be scheduled to arrive and unload at school no earlier than 30 minutes prior to the approved morning bell. This arrival window, per the Board of Education, is designed for students to adequately prepare for the educational day, and eat breakfast and also allows for maximum utilization and scheduling of school buses serving multiple schools in the morning.

Alternate Bus Stops

Transportation for alternate stop locations other than the one assigned based on the student's residence address, including licensed daycares and a relative's address, will be provided within the student's attending school boundary. Only those students eligible for transportation may request these transportation arrangements. Please note that transportation services will not be granted to locations such as public businesses (e.g., a parents' workplace), non-CMS after-school activities (e.g., dance studio, karate classes), or student workplaces.

Charlotte-Mecklenburg Schools uses AlphaRoute for transportation requests. Parents need to create a free AlphaPortal account using the following link <https://cmsnc.alphaportal.app/#/> . This account is easy to set up and allows users to submit Ridership, Alternate, and Unsafe stop requests. It also provides updates on the status of their requests via email or text message. Step-by-Step guides and tutorials can be found on the Charlotte-Mecklenburg Schools webpage. AlphaRoute(Tutorials and Instruction) can be found on the left hand side of the page under 'Transportation Services'.

Transportation will be provided to students remaining after school for instructional-related extended day programs. Only students eligible for transportation will receive these services. Please note this level of transportation service may be eliminated or reduced upon District approval since it is beyond the hours of the regular school day. Bus stops may also be based on the common geography of all students attending the extended and versus stops based on individual student residence addresses.

As stated above, to ensure CMS Transportation is generating and maintaining bus schedules based on where a child lives, the school must be made aware of the accurate residence address for each child.

If a change of address is reported during the summer months (after the last day of class and before the opening day for the next school year), the student's school assignment will become the home school for the new address. Transportation will continue for students residing within their home school attendance boundary. If a change of address is reported on the opening day of school or anytime during the regular school year, transportation will continue for any child who moves into another school's attendance boundary, becoming their 'new' home school AND moving to that school. Transportation will not continue for any child who moves into another school's attendance boundary and does not change schools for the balance of the school year. In these cases, the child will be automatically assigned to their home school the following year and will become eligible for transportation once again.

No Transportation Zone Guidelines

G.S. § 115C-242. "Use and operation of school buses. A local board of education which elects to operate a school bus transportation system shall not be required to provide transportation for any school employee, nor shall such board be required to provide transportation for any pupil living within one and one half miles of the school in which such pupil is enrolled." This one and a half mile area is often referred to as the "No Transportation Zone."

The "No Transportation Zone" is a designated area surrounding a school in which students living within the boundary of the attending school will NOT be provided transportation services. Per North Carolina state law (see printed above) this area can measure up to a 1.5 mile radius around the school building. While CMS does not enforce this state law to the full extent possible, any student residing within the established no transportation zone for his/her attending school will not be eligible for transportation services. However, any student properly coded and authorized as an exceptional child in a self-contained setting and residing within the established no transportation zone may be considered for a bus stop.

Licensed daycares located within the no transportation zone may be considered for transportation services. The parent or guardian is responsible for their child(ren)'s safety to and from school.

Exception: Schools may request an exception for a child whose Individual Education Plan (IEP) requires special transportation services or for a child whose 504 Plan requires special transportation. Documentation must be provided to the Transportation Department.

School Bus Safety and Conduct

We know you share our concern for the safety of every student who rides a school bus or activity bus. We ask you to impress upon your child that it is essential to follow the rules and to obey the bus driver. It is very important that you review these rules and responsibilities, as well as those included in the Student Rights, Responsibilities and Character Development Handbook, with your child and let us know you have done so by completing and signing the form included in that handbook and sending it to your school with your child. After 10 school days, if the school does not have the signed form, the principal may take away the privilege of riding the bus.

Duties and Responsibilities of Students on Buses

Conduct of Students

- Obey the bus driver promptly concerning conduct on the bus
- Observe classroom conduct, except for ordinary conversation with students in the same seat, while getting on or off and while riding on the school bus
- Except with prior written permission from the principal, objects that are prohibited in school, as listed in the Student Rights, Responsibilities and Character Development Handbook, are also not allowed on the school bus
- Be at the place designated both morning and afternoon, ready to board the bus prior to the time shown on the posted schedule. The driver is responsible for maintaining this schedule and will not wait for tardy students.
- Help keep the bus clean, sanitary and orderly and do not damage or abuse the cushions or other bus equipment. Students will be required to pay for damages. For the child's safety, eating is not permitted on the school bus.
- In case of emergency, ask the driver to stop the bus
- Do not use drugs, alcohol, tobacco, or profane language on the bus.
Students are not permitted to use recording devices or radios on the buses

Safety Rules

- Stay off the roadway while waiting for the bus
- Wait until the bus has come to a complete stop before attempting to get on or off
- Leave the bus only with the consent of the driver
- Enter or leave the bus only by the front door except in case of emergency
- Do not lean out of windows. Keep head and hands inside the bus.
- When crossing a street at a bus stop:
 - Make sure the bus is stopped, the door is open and the stop signal is out
 - Look both ways and do not run across the street
 - Cross in front of the bus within sight and hearing of the driver. When safe, walk quickly and directly to board the bus
- Do not follow behind the bus if your student misses his/her stop (Students can only board buses at their assigned stop)

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

School Property

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

Discipline:

Under General Statute § 115C-245, the principal may discipline a student for misconduct on the bus or violating the instructions of the driver. The following are examples of misconduct:

- Fighting, smoking, drinking, using or possessing drugs, using profanity or refusing to obey the driver
- Entering or leaving the bus without the permission of the driver
- Refusing to be seated or not allowing others to be seated
- Using the emergency exit when there is no emergency
- Not leaving the bus at the right time or place
- Delaying the bus schedule
- Distracting the bus driver
- Participating in any inappropriate behavior while riding the bus

Repeated violations will result in out-of-school suspension and permanent removal of transportation privileges. Under General Statute § 115C-399, the principal may discipline a student for:

- Willfully trespassing upon or damaging a school bus;
- Entering a school bus or school activity bus after being forbidden to do so; or
- Refusing to leave a bus upon request

Unauthorized persons, including parents and guardians, are not permitted on buses without permission from the principal. Entering a school bus without permission is unlawful under North Carolina law. In addition to discipline under the *Student Rights, Responsibilities and Character Development Handbook*, the violator could be prosecuted for violation of NC criminal trespass laws.

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

AIG, TALENT DEVELOPMENT, AND ADVANCED PROGRAMMING

Elementary Talent Development (TD) Catalyst Model

Each CMS elementary school implements the TD Catalyst Model to meet the needs of Academically Intellectually Gifted (AIG) and advanced learners. This model uses collaboration between classroom teachers, AIG Teachers, facilitators, and administrators to best challenge gifted and advanced learners.

The goal of the Catalyst Model is to provide students with opportunities to enrich and deepen their academic abilities by providing appropriate instructional methods and curriculum to think critically, problem solve, and maximize their potential. AIG and advanced learners are served within their classrooms and inclusive practices, such as co-teaching, are employed.

Learning Immersion/Talent Development (LI/TD) Choice Schools

Students are challenged to reach their fullest potential at Learning Immersion and Talent Development (LI/TD) choice schools. There are currently 6 CMS LI/TD choice schools. Using the North Carolina Standard Course of Study (NCSCoS), the schools provide a dynamic, versatile, enriching learning environment that accelerates student learning through best practices in gifted education. A high standard of academics and conduct is reinforced as the school places emphasis upon the student developing scholarly behaviors, critical and creative thinking, and problem solving skills. The curriculum is differentiated to provide students with enrichment, acceleration and exploration of individual interest areas.

The LI program for K-2 learners focuses on nurturing academic talent and potential. By the end of second grade, students are evaluated for gifted identification and entrance into the Talent Development (TD) program. Academically Intellectually Gifted (AIG) students in the TD program in grades 3-5 will be immersed in instruction that leverages gifted strategies and resources to cultivate growth and provide appropriately challenging learning experiences. Students who are not identified as AIG through any of the approved methods by grade 3 may remain in the program, and their academic talent and potential will continue to be developed alongside that of their peers. Unique features of the LI/TD choice program include consistent access to advanced learning opportunities, shared inquiry, higher level questioning, research and project and problem based learning. Students also participate in interest-based enrichment electives. Families may apply for seats during the annual CMS School Choice Lottery.

Horizons

The Horizons program is designed for highly gifted students in grades K-8. These students must be working at a minimum of at least 2 years above grade level. In addition to studying 2 grade levels above like age peers, Horizons students are also required to meet specific standardized aptitude and achievement criteria. Please contact the Advanced Studies Office at (980) 343-6955 for more information about this program.

Middle School

Each middle school receives support from an AIG Contact who works with students and teachers to develop rigorous, accelerated, complex curriculum and appropriate instructional practices in math and literacy. High-performing middle school students are evaluated annually for instructional placement in literacy and math courses.

Honors & Advanced Placement Honors

Honors courses often offer the same curriculum as a standard class, covering additional topics in greater depth and complexity and/or covering the curriculum at a faster pace. Students earn additional .5 quality points for successfully completing honors courses at the high school level.

Advanced Placement

Advanced Placement Courses are offered for high school students. In AP Courses, students develop the skills needed to be successful in college, such as time management, critical thinking, and scholarly writing. Taking AP courses allows students to discover their passion by studying a subject in depth and gaining insight into possible college majors or careers. Students enrolled in AP courses can earn college credit or the ability to skip introductory courses by scoring a 3, 4, or 5 on the AP exam. All students who enroll in an AP course are expected to take the AP exam, which can allow them to earn college credit. Research shows that students enrolling in AP courses are better prepared for college and university success and are more likely to graduate in 4 years.

For more information on college credit offered by all universities, please visit: apstudents.collegeboard.org/getting-college-placement .

Contact your school to explore the AP course offerings that are available.

If you have questions about gifted identification and/or advanced programming, contact the school directly. For additional information or assistance, please contact the Advanced Studies department by calling (980) 343- 6955.

International Baccalaureate (IB) Program

CMS also offers students and families the option to participate in the International Baccalaureate (IB) program. This is a K-12 program that offers students a rigorous and challenging curriculum. It is inquiry based and provides students with the skills and perspectives needed to successfully compete in the global world. CMS has seven elementary schools that are either candidates or authorized for the Primary Years Program, five middle schools that are authorized for the Middle Years Program, five high schools that are either candidates or authorized for the Middle Years Program and authorized for the Diploma Program (DP); and one high school that offers the Career-related Program (CP).

Advancement Via Individual Determination (AVID)

AVID is a college readiness system designed to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is implemented in elementary, middle, and high schools across CMS.

The AVID Elementary classroom exemplifies organization, collaboration, high expectations, and a college-/career-going culture. It is important for students to be immersed in an organized, rigorous environment that utilizes the gradual release of responsibility. The ultimate goal of AVID Elementary is to prepare students for success at the middle school level, while also growing their individual agency and opportunity knowledge.

At the secondary level, the AVID elective exemplifies a college and career readiness culture. In the AVID elective, students learn organizational and study skills, and work on critical thinking skills to enable them to be successful in rigorous, higher level courses. Students enrolled in the AVID elective must also enroll in at least one of their school's most rigorous academic classes, such as Honors, Advanced Placement, International Baccalaureate, Cambridge, Dual Enrollment, or CTE.

Cambridge

Cambridge Assessment International Education is the largest assessment and academic program in the world, and a part of Cambridge University in the United Kingdom. With over 10,000 schools, 160 countries, and 40 governments utilizing their curriculum, they are recognized throughout the world. Over 700 universities and colleges accept their exam credits, and recently the NC State University System created a policy that accepts all As and A levels earned at a C or higher. Many other state systems are following suit and have put similar policies in place.

Cambridge prides itself on preparing students for the rigors of life, university, and career by teaching critical thinking, problem-solving, and communication skills. The entire process is built on the philosophy of the Learner Attributes. These ideals and strong academic expectations allow students to become independent, global citizens that are ready to leave the protection of home and high school to successfully advance through whatever choices they make.

Edgenuity Courseware (Non-Credit Bearing)

Students engage in courses or units that are completely customizable by a teacher of record. Courses are designed for the blended learning environment and supplemental support. The teacher of record monitors student progress and schedules time to provide additional support to students as needed.

Edgenuity Courseware (Credit Bearing)

Students engage in courses that content leaders and specialists have specifically designed to provide tighter alignment and focus on priority standards. No edits or adjustments are allowed unless there is a documented student plan. In addition, this platform provides both new coursework and credit recovery options. The teacher of record monitors student progress and schedules time to provide additional support to students as needed.

Edgenuity SIS

Students experiencing unique situations have access to Edgenuity Instructional Services. The platform provides both new coursework and credit recovery options. Students engage in an online course with a teacher from Edgenuity. The e-learning contact at the school monitors progress and contacts students & families as needed.

North Carolina Virtual Public School

Students engage in an online course with a teacher from NCVPS. The E-learning contact at the magnet school monitors progress and contacts students & families as needed. Enrollment in courses is completed at the school level. Virtual options should be used only when a face-to-face option is not available or there are scheduling conflicts that impact a student's ability to meet necessary graduation requirements. Due to a fixed budget, CMS uses the NCVPS platform in the summer to support students with satisfying graduation requirements.

TEXTBOOKS

Charlotte-Mecklenburg Schools furnishes student textbooks. Schools provide textbooks on loan to students. Textbooks are issued to students at the beginning of the year or upon enrollment. Students are responsible for the textbooks issued to them.

Students are expected to return textbooks in good condition, allowing for wear occurring from normal use. Textbooks are to be returned at the end of the school year or when a student withdraws from school. Fees will be charged for books not returned, lost and/or damaged.

CMS is committed to providing the necessary textbooks and resources for all CMS-approved courses. Having textbooks that align with the instructional program is an inherent component of the teaching and learning process. Equally important is the expectation that students and parents will be accountable for textbooks issued during the school year.

Schools can recognize significant savings with an improved reimbursement procedure for lost and damaged textbooks. To help address our community's high expectations and to meet CMS goals, we continue to develop more effective and efficient operations and to educate students to show responsibility and have respect for property.

Your child's school needs your cooperation in ensuring that students return textbooks in good condition at the end of the school year or when withdrawing. Students who lose or damage textbooks will be required to reimburse CMS. All delinquent accounts will be monitored and tracked throughout a student's academic career.

Additionally, please note that delinquent accounts are subject to the following:

1. Letter to be mailed to parents indicating fees owed
2. Information regarding fee owed will be placed in the student's record and accrue over the student's time in CMS
3. Parents will be required to pick up their student's class schedule from school
4. Diplomas will be held for students owing fees until delinquent fee is paid
5. A student's participation in non-required field trips may be limited. A student's participation in graduation or promotion ceremonies will be denied
6. A student's report card may be held as determined by the Principal in accordance with Board Policy A-APR
7. Delinquent fee information for students who withdraw from one school site will be forwarded to the new CMS school site
8. Only information necessary for grade or course registration will be sent for students who withdraw and enroll in another school system

If you have questions about the fee schedule for lost or damaged textbooks, the textbook contact at your school will be willing to assist you.

LIBRARY MEDIA CENTER RESOURCES AND SUPPLEMENTARY INSTRUCTION MATERIALS

Policy ASL-M: Selection of Library Media Center and Supplementary Instructional Materials

It is the intent of the Board of Education to make available to all students the best library media center resources and supplementary instructional materials. These include print and digital sources of information, classroom resources, and supplementary instructional materials.

The Superintendent shall adopt a regulation setting forth the responsibility for selecting library media center and supplementary instructional materials. The regulation shall also include procedures if the public chooses to challenge the selection or use of certain materials.

To obtain information about the challenge process or to limit access to specific titles in the library media collection for their student(s), parents/guardians may reach out to school library media staff or visit the Digital Learning & Library Services website (<https://www.cmsk12.org/domain/357>).

Students will have access to the Charlotte Mecklenburg Public Library digital resources through Sora, the district e-book platform. If parents/guardians would like to remove this access for their student(s), the [ONE Access opt out form](#) should be completed and submitted to the library media staff at their school.

DRESS CODE AND UNIFORMS

Policy S-DRES: Student Dress

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

For rules regarding implementing a student uniform program at a particular school, see Policy S-UNI, "School Uniforms."

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

Policy S-UNIS: School Uniforms

With the approval of the Superintendent, schools may implement plans in which students are required to wear uniforms at school during the regular school day. The purpose of such programs is to allow students to focus on instructional objectives of the school, favorably impact student attitude, promote harmony among students, increase safety, and enhance the image of the schools. Uniform plans adopted by schools shall not prohibit students from wearing particular attire that is part of their religious practice or from wearing or displaying items that do not contribute to disruption or interfere with discipline or the rights of others. Additionally, students must have the right to dress in accordance with their gender identity, within the constraints of the school uniform requirements adopted by the school.

The Superintendent is directed to develop regulations to implement this policy, which shall include details of how schools are to develop uniform plans, guidelines for permissible types of uniforms, and the process by which such plans shall be approved by the Superintendent.

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

EXPANDED LEARNING PROGRAMS

Charlotte-Mecklenburg Schools is focused on preparing students to be productive citizens who are equipped with a broad set of skills to be globally competitive.

Charlotte-Mecklenburg Schools' Expanded Learning programs provide leadership and direction for academic programs during and outside of the school day so that students who are at risk will be successful through varied opportunities for academic support, enrichment and timely assistance.

High school students (grades 9-12) who are not passing core subjects and other courses required for graduation will be encouraged to attend after-school tutorials and/or Saturday School. Many high schools also provide credit recovery to meet the students' academic needs.

The goal of expanded learning which includes extended day programs, summer programs and Out of School Time Tutoring, is to decrease learning loss, while increasing opportunities so all students can be successful and graduate with their cohort. Opportunities for credit recovery and repeating a course for credit are provided at each high school and offered through North Carolina Virtual Public Schools (NCVPS), Edgenuity, or a face-to-face instructional model. Every high school student is encouraged to take advantage of the many opportunities for academic success offered at his/her school. Students at eligible schools will also have an opportunity to participate in Out of School Time Tutoring.

For this school year, middle school students (grades 6-8) who are at risk will be encouraged to attend the Extended Day Tutorial Program at their school and Out of School Time Tutoring, if eligible.

Elementary students performing at or at risk of performing below grade level will receive additional assistance through the use of an outside tutor or an Extended Day Tutorial Program at selected schools.

Charlotte-Mecklenburg Schools' partnership with parents is to ensure academic success for all students. Parents are encouraged to take advantage of these exciting programs and the extra support they provide. If there are questions, parents can call their child's school or the Office of Extended Day Programs at (980) 343-3854.

CMS Summer Programming

Expanded Learning Programs is responsible for the development and execution of Summer Programming. The purpose of Summer Programming is to provide extended learning opportunities for students demonstrating a need for additional academic support.

Charlotte-Mecklenburg Schools offers several elementary and secondary programs in the summer to prevent the summer learning slide. Transportation and School Nutrition is provided at no cost to the families.

ELEMENTARY SCHOOL INFORMATION

All CMS elementary schools offer services to students in grades kindergarten through five. In addition, Pre-Kindergarten is available to a limited number of students with identified educational needs. All schools implement the North Carolina Standard Course of Study. In CMS, the instructional program is organized to provide a minimum of two hours of literacy instruction, 60-90 minutes of mathematics instruction, 30-45 minutes of science and social studies instruction, and 20 minutes of social emotional learning per day. To meet the needs of all students, the CMS elementary program requires daily remediation and enrichment instruction.

Bright Beginnings Pre-Kindergarten Program

Bright Beginnings is a Pre-Kindergarten program designed to provide early intervention for some eligible children, before they begin Kindergarten. Eligibility is based on a screening that determines each child's educational need. The children identified as most at risk of failing to meet North Carolina's academic achievement standards are placed in the program. Pre-K classrooms are located in 57 schools, providing access to children in all parts of Mecklenburg County. For more information, contact the Bright Beginnings Office at (980) 343-5950. To apply, please create an account using the following link and add your child's information: <https://cmsncc.scriborder.com/>

Pre-Kindergarten, Kindergarten and First-Grade Entry Requirements

Pre-Kindergarten, Kindergarten and new first-grade students entering Charlotte-Mecklenburg Schools shall be required to present a certified birth certificate or other satisfactory evidence of age. In addition, parents must present an immunization record, health assessment (current physical exam), proof of address (two types). Please visit <https://bit.ly/2ZJEISr> for details.

A child applying for Pre-Kindergarten in ~~2022-2023~~ 2023-2024 must be 4 years old on or before August 31, and must indicate a need for Pre-K as determined by a screening assessment. Call (980) 343-5950 to obtain more information about Pre-Kindergarten or the application and screening process. To apply, please create an account using the following link and add your child's information: <https://cmsncc.scriborder.com/>

Students must be 5 years old on or before Aug. 31, to enter kindergarten. Parents interested in early admittance to the kindergarten program should contact the Talent Development/Advanced Studies office at (980) 343-6955 or visit <https://www.cmsk12.org/Page/782> for additional information.

All children must bring valid records of required immunizations and health assessments or physical exams.

Health Assessments

CMS Board Policy (S-HEAL) and NC law require that all students entering public schools for the first time have a health assessment (physical assessment). State law requires that the health assessment shall be administered no more than 12 months before the date of school entry. The law also provides that:

- A completed health assessment transmittal form must be presented to the principal on or before the child's first day of attendance. This required form can be found at: <https://publichealth.nc.gov/wch/doc/aboutus/HAForm2016Revised-062917.pdf>
- Principals have both the authority and the responsibility to exclude children who have not had an assessment by the deadline

Health assessments must include a medical history and physical examination with screening for vision and hearing. The health assessment must be conducted by a physician licensed to practice medicine, a physician's assistant as defined in General Statute 90-18, a certified nurse practitioner or a public health nurse meeting the North Carolina Division of Health Services' Standards for Early Periodic Screening, Diagnosis and Treatment. Results must be submitted to the school principal on forms provided by the North Carolina Department of Health and Human Services, which can be found at <https://publichealth.nc.gov/wch/doc/aboutus/>

Read to Achieve

During the April 2021 legislative session, North Carolina legislators passed an act to modify the implementation of the Read to Achieve legislation in order to attain statewide reading proficiency by the third grade. SESSION LAW 2021-8 SENATE BILL 387 identifies educators as pivotal in the role of reading instruction and requires every PreK-5 teacher to be highly equipped with the knowledge and skills to apply the science of reading. This legislation prioritizes the need for systematic and explicit reading instruction in the early grades and reinforcement of these practices in the higher grades. It also reiterates the need to provide additional support and offer intervention techniques for struggling students.

The North Carolina Read to Achieve (RtA) comprehensive plan for reading achievement states that all:

- students entering kindergarten are required to receive a developmental screening in early language, literacy, and math skills,
- and students in grades K-3 must be assessed with valid, reliable, formative and diagnostic reading assessments.

These assessments are to be used to identify and assist students demonstrating difficulty with reading development, including offering reading camps as an option to students in grades first through third.

A student must be retained in the third grade if not demonstrating reading proficiency on the third-grade standardized test of reading comprehension, but may be promoted if the student qualifies under certain exemptions or if the student demonstrates reading comprehension on a state alternative assessment.

Good Cause Exemptions

- Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading literacy interventions for at least two school years.
- Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education.
- Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third-grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- Students who have (i) received literacy interventions and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

RtA requires specific interventions for students retained in third grade, including the option of summer reading camp, accelerated reading classes or transitional third-fourth grade classes, and the possibility of midyear promotion upon demonstration of reading comprehension.

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

AVID

AVID stands for Advancement Via Individual Determination. AVID Elementary promotes student success by implementing specific skills that enable all students to be prepared and organized. These skills are habits, behaviors, and strategies that students can learn, strengthen and maintain throughout their academic careers.

AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms, across entire grade levels, to impact school-wide structures. Like AVID Secondary, AVID Elementary Essentials focus on the four necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems.

The AVID Elementary classroom exemplifies organization, collaboration, high expectations, and a college-/career-going culture. It is important for students to be immersed in an organized, rigorous environment that utilizes the gradual release of responsibility. The ultimate goal of AVID Elementary is to prepare students for success at the middle school level, while also growing their individual agency and opportunity knowledge.

Some examples of what can be observed in an AVID Elementary classroom include the following:

College/Careers:

- Student investigation about college and careers
- Student-centered seating for collaboration (groups), with “stations” named after colleges
- Teacher college diplomas
- College pennants
- College posters
- College door decorations

Rigor/High Expectations:

- Focused notes
- Scholarly behaviors
- Student work and samples of rigor
- The classroom is a model of the expectations for organization
- Scholarly language sentence frames
- WICORized lessons
- Growth mindset
- Costa’s Levels of Thinking
- SMART goals

AVID parents, guardians, and other adult caregivers provide emotional, philosophical, and academic support to their children by showing interest in their schoolwork, providing them with a time and a place to study, and encouraging them to complete schoolwork regularly. AVID families also advise and assist their children in developing into responsible decision-makers. When possible, they attend AVID activities, meetings, and family workshops.

MIDDLE SCHOOL INFORMATION

Middle School Philosophy

Charlotte-Mecklenburg middle schools serve students in grades 6-8. The educational environment in each school is structured to meet the ever-changing needs of the 10-14 year old. Middle schools are designed to provide a smooth transition from elementary school to the more rigorous high school environment. Each middle school provides a setting where parents continue to be active participants in their child's education. Part of this transition includes students assuming more personal and academic responsibilities.

Key components essential in the planning and implementing of a high achieving middle school include the following:

- Students are assigned to academic teams
- Interdisciplinary teams of teachers meet to review data and plan instruction together
- Time is provided to nurture the adult-student relationships (advisory)
- An environment is created so that all students are successful and are recognized for their achievements
- Students will have the opportunity to explore a variety of interests through elective/exploratory classes, clubs, organizations and other teacher-planned activities

Interdisciplinary Teaming

Interdisciplinary teaming in a middle school purposefully divides a larger student and faculty population in small units so that students receive more individual attention and recognition. Depending on the size of the school, there may be more than one team per grade level. Ideally, there are between 90-130 students and four to eight teachers assigned to a team. The team typically includes four academic teachers who are called core teachers and other "elective" teachers who serve the students on the team.

The core teachers (literacy, mathematics, social studies and science teachers) meet collaboratively to discuss students' progress, plan teaching units, conduct parent conferences and consider other issues, which affect their students. The "elective" teachers meet with the core team to support the team's curriculum and activities. Students receive recognition and support from members of the team. Team assemblies and team meetings provide recognition for excellence in academics, improvement in classroom behavior and perfect attendance. The team discipline policy is established by the faculty members on the team and is consistent within the team, thereby creating fewer guidelines that an adolescent must understand and follow during the course of a day.

Homework expectations, organizational strategies and testing dates are developed by the team to create uniformity for the students. A school counselor and a grade level administrator are also team members. Parents can also benefit from middle school teaming. Parents can collaborate with the four academic teachers in one visit, maximizing time and effort. Parents benefit from hearing about their child's academic progress in all of the core classes. A school counselor may be present at the time of parent conferences. Teaming allows teachers to know their students well. The team communicates special needs and learning difficulties to plan success strategies on an individual basis. Through the collaboration of these professionals, each child is more successful academically.

Homework Philosophy

The main purpose of homework at the middle school level is to increase student academic achievement. We believe homework assignments that are carefully structured by teachers and are meaningful to students have a significant influence on student achievement and academic success. Homework will be a natural extension of the classroom experience and a major opportunity for students to practice and further develop all levels of thinking skills. The completion of homework enhances student achievement, builds student study habits and helps develop a sense of student responsibility. The satisfactory completion of homework assignments, or lack thereof, is a factor included in the calculation of student grades for each course. Teachers are expected to work cooperatively with their respective team members, department members and elective/exploratory teachers in assigning homework and in the development of evaluation criteria.

Course Offerings

CMS middle schools are organized to educate all students in grades 6-8. Schools offer a variety of learning levels to accommodate the students they serve. Course offerings are similar at every middle school, unless there is a special school choice theme associated with an individual school. Every middle school has additional curricula which are designed to provide students with the opportunity to enter International Baccalaureate or Advanced Placement programs/courses at the high school level. Students and teachers form a core team that works as a collaborative unit. Core teams are allowed the flexibility to move students within the team to accommodate academic needs. These core courses are based upon the North Carolina Standard Course of Study.

Teams accommodate a variety of educational levels based on test performance and other criteria and develop instructional strategies to best meet individual student's needs. Core subjects are, social studies, science, mathematics and literacy. Within each middle school, beyond the core courses, there are three additional periods of time. This time frame includes a time for lunch, physical education and a wide variety of elective/exploratory courses in areas including fine arts, performing arts, career and technical education, technology and world language.

Time may be used flexibly to provide for intervention needs, grade-level instruction, and accelerated opportunities. As a result, the integration of instruction takes place to provide more relevance to the student. Innovative, developmentally appropriate instructional strategies are incorporated to meet students' learning styles and needs.

Each spring, parents review course selections made by their children for the following school year. They may consult with counselors and/or teachers to ensure accurate placement and course selections. A typical schedule for a middle school student includes advisor/advisee, core classes, electives and lunch.

Career Exploration

Students will be exposed to career exploration through middle school Career and Technical Education (CTE) curriculum, which provides opportunities for career-interest assessment, guest speakers and career focused field trips. During either sixth, seventh or eighth grade, students will have an opportunity to enroll in an "Exploring Career Decisions" course to increase self-awareness and make wise educational and career decisions as they plan for postsecondary goals. These experiences help facilitate a smooth transition from middle school to high school for students. In addition, eighth-grade students and their families are encouraged to attend the annual National College Fair in the spring.

Graduation Credit

Middle School students are awarded graduation credit for allowed high school-level courses taken in the middle school if the courses meet all the high school course requirements. Middle School students may be enrolled in courses through the North Carolina Public Schools if the course is offered at the middle school level and unavailable at the school in which the student is enrolled. More details about this rule can be found in the Middle School Planning Guidebook (available online at <https://www.cmsk12.org/Page/2065>). Students who pass these courses in middle school may not repeat these courses for credit in high school. Grades awarded do not impact the high school GPA (grade point average.)

Grading Scale

Effective with the 2015-2016 school year, all CMS middle and high schools will use a 10-point grading scale:

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: Below 60

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

Middle School AVID

AVID is a career and college readiness system designed to provide opportunities to increase the number of students who enroll and persist in four-year colleges and universities.

Middle School AVID consists of the AVID elective class and school wide instructional initiatives for all students. The students in the AVID elective are students in the middle who have a desire to go to college and pursue post secondary opportunities through hard work and dedication. These students take rigorous courses that are preparing them for college and the AVID elective is an academic support to allow them to be successful. The school wide component creates a college and career going culture in the school for all students that encompasses high expectations and success for all.

The AVID Elective

The core component is the AVID Elective, which supports students as they tackle the most rigorous classes. For one period a day, AVID students learn: organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college or immediate entry into the workforce seem attainable.

Furthermore, AVID students become academically successful leaders and role models for other students.

The AVID Curriculum

Developed and refined by middle and high school teachers for three decades, AVID instructional practices focus on methodologies that will help students prepare for - and participate in - a rigorous college-preparatory curriculum. These methodologies are referred to as WICOR:

W - Writing. Students clarify and communicate their thoughts and understanding of material.

I - Inquiry. Students ask questions which allow them to clarify, analyze, and synthesize material.

C - Collaboration. Students challenge, help, and learn from one another.

O - Organization. Students learn how to organize, retrieve and maintain their materials and data.

R - Reading. Students analyze, question, critique, clarify, and comprehend material.

WICOR instructional strategies engage students and scaffold instruction.

The AVID Student

-Demonstrate the potential, desire and determination to attend college

-Commit to enroll in academically rigorous courses (appropriate for the student)

-Fulfills the requirements set forth by the school's AVID contract.

The AVID Parents, Guardians, and Caregivers

AVID parents, guardians, and other adult caregivers provide emotional, philosophical, and academic support to their children by showing interest in their schoolwork, providing them with a time and a place to study, and encouraging them to complete schoolwork regularly. AVID families also advise and assist their children in developing into responsible decision-makers. When possible, they attend AVID activities, meetings, and family workshops.

AVID is offered in several CMS schools. Please contact your school for more information about availability and how to enroll in the AVID program.

*For more information about the AVID College Readiness System, please visit the AVID website at <http://www.avid.org> or contact the Advanced Studies Department at 980-343-2701.

Middle School Terms

A/B Day Block Schedule or Double Block Schedule

Middle schools have the option to implement an A/B day schedule for some classes, which involves organizing the school day into larger units of time. Students will meet half of their classes for 90 minutes each on one day and the remaining half of their classes on the following school day. There are many benefits when implementing these schedules. Some middle schools will double block math and literacy, which will meet every day. In a block schedule, the number of class changes is reduced and teachers are better able to plan extended lessons that engage students as active learners. Homework is better balanced because fewer classes meet on a given day than in a 45-minute schedule. Students also perform at higher levels of achievement when they focus on fewer classes. The A/B Day Schedule is printed on page 67.

Advisor/Advisee Programs (A/A)

The advisor/advisee programs at some schools provide a smaller ratio of students to a staff member to help with learning and to provide a forum for academic advice. A staff member meets with a group of students daily and becomes an advocate for these advisees. The advisor's role may include making suggestions about course selections or monitoring academic progress. Time may be spent in administrative procedures, such as taking attendance or collecting fees; however, it also includes time for interpersonal skills to be developed. Intramurals are frequently scheduled during A/A time. The advisor may refer students who may benefit from counseling to the school counselor.

Block/Flexible Scheduling

Block/flexible scheduling involves the organization of the school day into large units of time that may be utilized in varied and productive ways by the school staff.

Character Education

Character Education is encouraged in the development and use of character traits which promote a safe and healthy community. The traits being emphasized throughout CMS are caring, cooperation, citizenship, honesty, justice and fairness, perseverance, respect, responsibility, trustworthiness and work ethic. As part of the emphasis on citizenship, the Pledge of Allegiance is recited each morning.

Common Planning Time

Common planning time is a regularly scheduled time during the school day in which a given team of teachers who are responsible for the same group of students are available for joint planning, parent conferencing or lesson preparation.

Core Classes

Literacy, mathematics, science and social studies make up the core classes.

Differentiation

Differentiation is the process of varying teaching strategies, learner outcomes, methods of assessing progress and performance expectations to accommodate and reflect differences in the student's learning.

Early Adolescence

Early adolescence is defined as the stage of development between the ages of 10-14 when students begin to experience puberty.

Heterogeneous Grouping

A heterogeneous grouping of students does not divide learners solely on the basis of ability or academic achievement.

Homogeneous Grouping

A homogeneous grouping of students divides learners on the basis of specific levels of ability or achievement.

Interdisciplinary Activities

Instruction that integrates and combines subject matter ordinarily taught separately into a single organizational structure is known as "Interdisciplinary Activities."

Interdisciplinary Teams

Instructional organizations formed by two to six teachers representing varied disciplines who pool their resources, interests, expertise and knowledge of students to jointly take the responsibility for meeting educational needs of a common group of students are known as Interdisciplinary Teams.

Interscholastic

Interscholastic activities are athletic activities or events that primarily foster competition between different schools and school Districts.

Interscholastic or Intramural

Interscholastic or Intramural athletic activities or events that are held within the school day (and within the school) for the purpose of encouraging all students to participate regardless of athletic ability.

Middle School Athletics (Grades 7-8)

The vision of CMS Athletics is to ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in society.

Sports Offerings

Fall Football, Girls' Softball, Girls' Volleyball, Golf, Cheerleading
Winter Boys' Basketball, Girls' Basketball, Cheerleading
Spring Baseball, Boys' Soccer, Girls' Soccer, Boys' Track, Girls' Track

Responsibilities of Parents and Student-Athletes

- Must adhere to all Department of Public Instruction (DPI) and CMS athletic eligibility regulations
- Must complete and sign all required athletic eligibility participation forms
- Must provide proof of medical or accident insurance
- Must pay the participation fee or meet waiver criteria prior to the first contests in each sport season
- Student-athletes must pass a health screening once every 365 days by a duly licensed physician, nurse practitioner or physician assistant
- Student-athletes and parents must sign the Student-Parent Honor Code
- Must attend a required preseason meeting at the school prior to the sport season (fall, winter and /or spring)
- Student-athletes and parents must sign the concussion form
- Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation
- May not as an individual or as a team, practice during the school day or on a Saturday or Sunday
- May only attend summer camps to which the athlete or his/her parents pay the fees

Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (State Board of Education Regulation). No student may be eligible to participate at the middle school level for a period lasting longer than four (4) consecutive semesters beginning with the student's entry into the seventh grade. The principal shall have evidence of the date of each player's entry into the seventh grade and monitor the four (4) consecutive semesters. In order to qualify for public school participation, a student must meet the following requirements, but is not limited to the following requirements:

7th Grade

- A student who is promoted from the sixth grade to the seventh grade automatically meets the requirements for the first semester
- Must have earned a 2.0 GPA from previous semester (beginning second semester)
- Must have passed a minimum load of work during the previous semester (beginning second semester)*
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school the day of competition for at least one half of the instructional day in order to participate
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

8th Grade

- Must meet local promotion standards
- Must have earned a *2.0 GPA from previous semester
- Must have passed a **minimum load of work during the previous semester
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school the day of competition for at least one half of the instructional day in order to participate
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

*Middle school: For athletic eligibility purposes, a minimum load is defined as passing a minimum of three out of four courses on a 4 x 4 format (or six out of eight courses in the A/B format) of block scheduling during the traditional school day.

Exceptional Children (Grades 7-8)

The 2.0 eligibility rule will be waived if (1) I.E.P. goals are being met; (2) satisfactory progress is being made in mainstreamed classes; and (3) has the principal's recommendation.

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

playfair@cms.k12.nc.us

(980) 343-1098

Additional Information

Athletic information included in this Parent-Student Handbook is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, visit the CMS Department of Athletics website at www.cmsathleticzone.com or call (980) 343-6980.

Student Locker Assignment

For schools who offer locker assignments, **students and parents are required to read the following information and sign the student locker assignment form in the Student Forms booklet.**

Schools will collect locker fees not to exceed \$2. Students should understand that the locker is the property of the school and is assigned to the student only upon the student's agreement to the following terms and conditions:

The student is responsible for all property placed in the locker. The locker shall be used only for storage of such property as is reasonably necessary for the student's school activities such as school books, school projects, gym clothes, etc.

- No guns, explosives, or any other weapons are permitted to be stored in the locker nor to be brought onto the school grounds. No alcoholic beverage or any other drug not prescribed by a physician nor any other contraband is permitted to be stored in the locker and is not permitted on the school grounds. It is a violation of Rule 29 of the Charlotte-Mecklenburg Schools Code of Student Conduct to possess any guns, rifles, knives, metal knuckles, razors/cutters, mace, pepper gas, explosives, martial arts weapons or any blunt or sharp-pointed instrument that may be capable of inflicting bodily injury (to include using or threatening to use to inflict injury).
- In consideration for the school's assignment of a school locker to the student, the student and parent/guardian grant permission to school authorities to open and search the assigned locker and its contents at any time and to remove unauthorized articles described above or any other items which may endanger the health, welfare or safety of students or school personnel.
- The student will leave with the principal of the school the combination of the assigned locker or a key which will open the locker before the assignment of the locker becomes effective. If the student changes the lock, it must be with the permission of the principal at which time the student will list the new combination of the locker with the principal or leave a new key with the principal. In the event the student fails to leave the correct combination or key with the principal, then this default shall constitute permission for the principal or his/her authorized agent to break the lock, open the locker and remove its contents for safekeeping. Any violation of the rules regarding locker assignment will result in the termination of this locker privilege.

High School AVID

AVID is a career and college readiness system designed to provide opportunities to increase the number of students who enroll and persist in four-year colleges and universities. High School AVID consists of the AVID elective class and school wide instructional initiatives for all students. The students in the AVID elective are students in the middle who have a desire to go to college and pursue post secondary opportunities through hard work and dedication. These students take rigorous courses that are preparing them for college and the AVID elective is an academic support to allow them to be successful. The school wide component creates a college and career going culture in the school for all students that encompasses high expectations and success for all.

The AVID Elective

The core component is the AVID Elective, which supports students as they tackle the most rigorous classes. For one period a day, AVID students learn: organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college or immediate entry into the workforce seem attainable. Furthermore, AVID students become academically successful leaders and role models for other students. In addition, most AVID students who participate for at least three years in the program are accepted to college, with roughly three quarters getting into four-year universities.

The AVID Student

- Demonstrate the potential, desire and determination to attend college
- Commit to enroll in academically rigorous courses (appropriate for the student)
- Fulfills the requirements set forth by the school's AVID contract.

The AVID Parents, Guardians, and Caregivers

AVID parents, guardians, and other adult caregivers provide emotional, philosophical, and academic support to their children by showing interest in their schoolwork, providing them with a time and a place to study, and encouraging them to complete schoolwork regularly. AVID families also advise and assist their children in developing into responsible decision-makers. When possible, they attend AVID activities, meetings, and family workshops.

AVID is offered in several CMS schools. Please contact your school for more information about availability and how to enroll in the AVID program. *For more information about the AVID College Readiness System, please visit the AVID website at <http://www.avid.org> or contact the Advanced Studies Department at 980-343-2701.

HIGH SCHOOL INFORMATION

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

Graduation requirements adopted by the North Carolina Board of Education are incorporated into the CMS graduation requirements set forth below.

The following information is based on Charlotte-Mecklenburg Board of Education Policy (A-GRR) and Regulations (A-GRR/R). Parents and students are encouraged to read the 2023-2024 High School Planning Guide and contact their school counselor for more information on promotion and graduation requirements.

The High School Planning Guide is available online at [High School Planning Guide 24-25](#).

High School Promotion Standards

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

- **9th to 10th grade:** Students must earn six (6) credits during the 9th grade. Credits may be earned in any course.
- **10th to 11th grade:** Students must have earned a cumulative total of 12 credits (which must include English I, English II and Math 1)
- **11th to 12th grade:** Students must have earned a cumulative total of 18 credits.

High school credits earned in middle school do not count toward credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count toward the total number of credits necessary to satisfy graduation requirements.

Until students have satisfied graduation standards in English or Math, they must be scheduled to take at least one English and one Math course every year. Exceptions to this rule must be approved by the principal and Learning Community Superintendent.

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

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

Graduation Requirements

Determination of Applicable Graduation Requirements and Graduating Class

For purposes of determining graduation requirements, each student is assigned to a graduating class upon first entering ninth grade. In order to graduate from high school, the student must meet the North Carolina and CMS graduation requirements in effect for that particular class. This provision applies to a student who graduates before or after the graduating class to which the student was assigned upon entering ninth grade.

Year of First Entry into 9 th grade	Graduating Class	24 Credits (Future Ready Core)	NC Exit Standards: Level III/IV on EOCs
2020	2024	✓	
2021	2025	✓	
2022	2026	✓	
2023	2027	✓	
2024	2028	✓	

Course and Credit Requirements

Specific course requirements vary for different graduating classes. Course of Study and credit requirements for each graduating class are set forth in Exhibit IKF-E, "Course of Study Graduation Requirements."

The North Carolina General Assembly passed legislation that allows high school students the opportunity to graduate with 22 credits beginning in the 2024-2025 school year. Students should declare the pathway as a rising ninth grader and complete the CMS Accelerated Graduation process through the school counselor and principal.

Certificate of Attendance and Certificate of Graduation

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

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

- Occupational Course of Study (OCS) students who complete all diploma requirements except the paid employment hours. These students may return to the school to complete the employment hours and/or attend additional classes to meet their requirements based on their Individual Education Program (IEP) goals.
- A student identified as a "child with a disability" as defined by North Carolina law, who completes all requirements in his/her IEP and earns the number of credits required for his/her particular graduating class. These credits must be earned according to the subject areas in the NCSCOS and do not have to be in specific courses in the subject areas.

Note: *These students may participate in graduation exercises.*

Exemption from Local Graduation Requirements

Upon notice to the Board of Education, in certain limited circumstances the Superintendent may exempt a student from local graduation course requirements. In addition, the Superintendent may exempt students who transfer into CMS in the eleventh or twelfth grades from local graduation credit requirements if the students are unable to meet CMS requirements. Neither the Board nor the Superintendent is permitted to exempt students from North Carolina graduation requirements. *Detailed rules to administer this provision are set forth in Regulation IKF-R.*

Awarding of Credits For Graduation

Unit of Credit

In grades nine through twelve, one unit of credit is allowed for the satisfactory completion of a course that meets the requirements of policies adopted by the State Board of Education. Middle school students will be awarded graduation credits for successful completion of approved high school courses while in middle school. *Specific requirements and procedures for awarding these credits are set forth in Regulation IKF-R.*

End of Course Tests

A student enrolled in a course for which North Carolina has developed an EOC is required to take the applicable test. Credit for the class will be awarded based upon satisfactory completion of all course requirements of which the EOC is only one factor. These tests count for 20% of a student's final course grade. Detailed rules are set forth in Regulation IKAA-R, "Tests and Examinations."

Advanced Placement and International Baccalaureate Tests

A student enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course is expected to take the AP or IB examination offered by the College Board or the International Baccalaureate Organization for that course. Funds provided by the State are used to pay for AP and IB exams (including registration fees). Students must be enrolled in the corresponding course to have the exam costs covered. Late registration and ancillary fees are not covered. A late fee of \$40 per exam will be incurred for late orders or exam cancellations.

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

Grading Scale

Effective 2015-2016, all CMS middle and high schools will use a 10-point grading scale.

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: Below 60

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

Effective with Class of 2021 (beginning with students entering 9th grade in 2017)

Adopted: 8/28/12 Last Revised: 10/26/21

Course of Study	Future Ready Core Plus	Occupational (Effective with entry year 2021)
Content Area	Courses	Credits
English	<p>4 Credits</p> <ul style="list-style-type: none"> English I English II English III English IV (taken in sequence) <p>OR</p> <ul style="list-style-type: none"> Early College English Course sequence 	<p>4 Credits</p> <ul style="list-style-type: none"> English I, II, III, IV
Mathematics	<p>4 Credits (See Notes 1, 2 & 3)</p> <ul style="list-style-type: none"> NC Math 1 NC Math 2 NC Math 3 A 4th Math aligned with the student's post high school plans (Pre-Calculus, Math 4, or Discrete Math for Computer Science, CCRG Math) OR two alternative math courses in sequence with the student's post high school plans and CTE program <p>OR</p> <ul style="list-style-type: none"> NC Math 1 and alternate math sequence (requires principal approval) <p>NCDPI's Options Charts by Entry Year</p> <ul style="list-style-type: none"> 2020-2021 2021-2022 	<p>4 Credits</p> <ul style="list-style-type: none"> Introduction to Mathematics NC Math 1 (See Note 3) Financial Management Employment Preparation IV: Math (to include 150 work hours)

	<ul style="list-style-type: none"> ○ 2022-2023 ○ 2023-2024 ○ 2024-2025 	
Science	<p>3 Credits</p> <ul style="list-style-type: none"> • An earth/environmental science • Biology • A physical science 	<p>3 Credits</p> <ul style="list-style-type: none"> • Applied Science • Biology • Employment Preparation I: Science (to include 150 work hours)
Social Studies	<p>4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school.</p> <p>9th grade entry between 2014-15 and 2019-20:</p> <ul style="list-style-type: none"> • World History, and • A founding principles course, and 	<p>2 OR 4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school.</p> <p>9th grade entry year between 2017-18 and 2019-20</p> <p>Two Social Studies credits that shall be:</p> <ul style="list-style-type: none"> • American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy

	<ul style="list-style-type: none"> • One American History course and one additional course (one of these options): ③ American History I and American History II ③ American History I, or American History II, and another SocialStudies course 	<ul style="list-style-type: none"> • American History I or American History II or American History <p>9th grade entry during the 2020-21 school year:</p> <p>Two Social Studies credits that shall be:</p> <ul style="list-style-type: none"> • Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina:
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	<p>(see note 5)</p> <p>③ American History and another Social Studies course (see note 5)</p> <p>9th grade entry during the 2020-21 school year:</p> <ul style="list-style-type: none"> World History, and A founding principles course, and Economics and Personal Finance, and An American History course <p>9th grade entry during the 2021-22 school year and beyond:</p> <ul style="list-style-type: none"> World History, and Founding Principles of the United States of America and North Carolina: Civic 	<p>Civic Literacy</p> <ul style="list-style-type: none"> Economics and Personal Finance <p>9th grade entry during the 2021-22 school year and beyond: Four Social Studies credits that shall be:</p> <ul style="list-style-type: none"> Founding Principles of the United States of America and <p>North Carolina: Civic Literacy</p> <ul style="list-style-type: none"> Economics and Personal Finance EmploymentPreparationII: Citizenship 1A(to include 75 work hours) EmploymentPreparationII: Citizenship 1B (to include 75 work hours)
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	<p>Literacy, and</p> <ul style="list-style-type: none"> Economics and Personal Finance, and An American History course 	
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Health & Physical 1 Credit 1 Credit Education

<p>Electives</p>	<p>8 Credits</p> <p>A concentration of four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6). Students will also be required to complete a Computer Science course prior to graduating, which can be fulfilled in middle or high school.</p>	<p>4 Credits</p> <p>Career/Technical Education</p>
<p>Employment Preparation</p>	<p>0 Credits</p>	<p>4 Credits which consist of:</p> <p>Employment Prep III: Citizenship II A (to include 75 work hours)</p> <p>Employment Prep III: Citizenship II B (to include 75 work hours)</p> <p>Employment Preparation I: Science Lab</p> <p>Employment Preparation IV: Math Lab</p>

TOTALS 24 Credits (See Note 7) 24 Credits

Notes:

1. To meet minimum admission requirements for the UNC University System, a student must:
a) complete a specific math sequence of at least NC Math 1, NC Math 2, NC Math 3, and at least one 4th level math course (AP Pre-Calculus, Math 4, Discrete Math for Computer Science, AP Statistics, and/or AP Calculus); and b) meet the World Language requirements specific to each university.
2. A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the learning community superintendent.
3. Course titles of Algebra I, Geometry, and Algebra II have changed to NC Math 1, NC Math 2 and NC Math 3.
4. The course title of Civics and Economics has changed to "American History, The Founding Principles, Civics and Economics."
5. The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
6. Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
7. Additional graduation requirements: CPR certification. CPR certification is required beginning with students entering the 9 grade in 2011.
8. Students following the Occupational Course of Study and entering 9th grade in the 2012-2013 or 2013-2014 school year must also complete 300 School-Based Training hours, 240 Community-Based Training hours, and 360 Paid Employment Hours. Students entering 9th grade in the 2014-2015 or later school years must complete 150 School Based-Training hours, 225 Community-Based Training hours, and 225 Paid Employment Hours.

CREDIT RECOVERY vs. GRADE SUPPRESSION/REPLACEMENT

Descriptions

Credit Recovery

- A shortened version of a failed course (Grade 59 or below) to recover credit only.
- Recovered course is taken for a Pass/Fail (P/F) grade only and not factored into the student's GPA.
- Recovered course grade does not replace the failed course grade.
- Recovered courses will not be accepted by the NCAA Division I or II core standards.
- Recovered courses may be re-evaluated for admissions by colleges/universities.
- Students cannot complete credit recovery for AP, Cambridge, or IB courses.

Grade Suppression/Replacement

- Repeats an entire course that has been failed.
- The initial course must have been taken in Fall 2015 or after.
- The repeated course grade shall replace the previous course grade.
- Credit toward graduation is only earned once, regardless of the number of times the course is repeated.
- If the course has an associated EOC / NCFE / CTE post-assessment, the higher of the two exam grades will be used in the calculation of the final grade.
- If the repeated course is failed, both courses, each with the grade of F, remain on the transcript and are calculated in the grade point average (GPA).

Which Option is Best for You?

Credit Recovery – If the following applies, Credit Recovery is recommended:

- Student needs course credit to be promoted to the next grade level.
- If the failed course is the prerequisite for a course that fulfills a graduation requirement.
- Student needs a passing course grade (P) for CMS Athletic Eligibility and / or a Driver Education Eligibility Certificate in the preceding semester.

Grade Suppression/Replacement – If the following applies, Grade Suppression/Replacement is recommended:

- Student would like to replace a failed course grade on their high school transcript.
- Student would like to improve their cumulative GPA.
- Student needs an improved GPA for CMS Athletic Eligibility.
- Student is considering participation in NCAA Division I or II sports .

Charlotte-Mecklenburg Schools Acknowledgement of Credit Recovery Implications

Upon failure of a course, a student in Charlotte-Mecklenburg Schools may elect to retake the course for new credit or to demonstrate mastery and earn credit through credit recovery. A student who elects to retake a class for new credit will have the original, failing grade removed (suppressed) from his/her transcript. The decision to participate in credit recovery or grade suppression is to be documented on the required "Acknowledgement of Grade Suppression/Replacement Options" form . A copy of this required form should be maintained at the school.

Excerpt from CMS Regulation A-GRR/R

Repeating Failed Courses; Grade Replacement for Previously Failed Courses

Other than the exceptions described above*, a student is permitted to repeat a course for credit only when he/she has failed the course. Upon successful completion of a repeated course that the student previously failed, the new course grade shall replace the previous grade of F awarded for the course.

A student repeating a course for credit must take an associated End of Course assessment for the course. An exception to this rule applies for a student who has already scored at a Level 3, 4, or 5 on the associated EOC assessment. The student may elect to either retake the EOC or use the previous passing EOC as at least 20% of their final grade for the required course. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

**Please see the full regulation for exceptions to this policy.*

CONSIDERATIONS

For courses taken as credit recovery (either through summer school or during the school year):

- Content is mastery-based and may take less time than retaking the entire course, allowing a student to take more than one class if necessary, or avoid rearranging other classes in his/her schedule.
- Student earns a P or an F in the course, and the credit recovery grade will not impact the GPA.
- The initial failing grade remains on the transcript, but the student earns credit needed for graduation.
- "Acknowledgement of Grade Suppression/Replacement Options" form must be signed by a parent, indicating that they are choosing credit recovery over the opportunity to suppress a failing grade.
- **For Student-Athletes:** In the NCAA Eligibility Center transcript review process, credit recovery is not an acceptable means of earning course credit.

For courses taken with the intention of utilizing **grade suppression by retaking a course for credit:**

- The initial course must have been taken in Fall 2015 or after.
- A Student may only retake a class for grade suppression if they earn a failing grade (below 60) in the course. Courses for which credit has been earned MAY NOT be repeated.
- The entire course must be repeated, and the repeated course grade will replace the previous course grade.
- If the repeated course is passed, only the passing grade will be factored into the GPA.
- If the repeated course is failed, both courses – each with a failing grade – remain on the transcript and are calculated into GPA.
- If the course has an associated EOC/NCFE/CTE post-assessment, the higher of the two exam grades will be used in the calculation of the final grade.
- Depending on the course, a student's schedule may be changed and it may affect their ability to access electives or other core classes.

Student name: _____ Student ID _____ Grade: _____ Course initially taken:
_____ Course number: _____ Semester & year course was taken: _____ Final
course grade: _____ Method of credit recovery to be used: _____ Semester/year recovery being completed: _____

Statement of Understanding:

After reading the above CMS regulation and considerations for grade suppression and credit recovery, we have decided to DECLINE the option to retake the previously failed course for a new grade.

We elect to earn credit through a credit recovery process and understand that both the initial failing grade and the newly earned Pass/Fail grade will remain on the transcript.

Parent Signature: _____ Date: _____

Advancement Via Individual Determination (AVID) 9, 10, 11, 12

AVID is a college readiness system designed to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is implemented in elementary, middle, and high schools across CMS.

At the secondary level, the AVID elective is part of the AVID College Readiness System. In the AVID elective, students learn organizational and study skills, and work on critical thinking skills to enable them to be successful in rigorous, higher level courses. Students enrolled in the AVID elective must also enroll in at least one of their school's most rigorous academic classes, such as Honors, Advanced Placement, International Baccalaureate, Cambridge, Dual Enrollment, or CTE.

The AVID elective curriculum, based on rigorous standards, focuses on engaging students and scaffolding instruction using WICOR - Writing, Inquiry, Collaboration, Organization, and Reading. These skills prepare students for success in college and their future career.

AVID is offered in several CMS schools. Please contact your school for more information about availability and how to enroll in the AVID elective.

*For more information about the AVID elective curriculum and AVID College Readiness System, please visit <http://www.avid.org> or contact the Advanced Studies Department at 980-343-2701.

Educational Options for High School Dropouts

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

Students who drop out below the age of 18 must be out of school for a minimum of three (3) months before entering the Adult High School Diploma or GED program at Central Piedmont Community College (CPCC). The form titled Parent/Guardian Petition for Release of a Minor Applicant from Charlotte-Mecklenburg Schools to an Alternative Education Program for High School Equivalency or Adult High School is required for enrollment in either program and may be obtained from the CMS high school from which the student is withdrawing. If you are 16 or 17 years of age, you can take the exam, but you must obtain special approval.

Contact the **Program Developer for CCR Advising and Assessment at jonathan.klish@cpcc.edu, or 704-330-2722 ext. 3262. The telephone number for information concerning the Adult High School Diploma program and CPCC GED program is 704- 330-6129.**

If you are 16-18 years old and interested in a free residential program for a GED, high school diploma, and/or credit recovery pathway, call Tarheel Challenge at 844-880-5206 (Toll Free) (<http://nc-tcachallenge.org>).

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

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

If you are 16-24 years old and interested in a residential program for either the GED or adult diploma, call **Job Corps at (704) 371-6997**.

- GED or high school diploma along with job training
- Cannot be on probation or have a pending court date
- Must meet the Job Corps qualifications
- Located at 1811 Sardis Road North, Suite 201

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

Student Vehicle Parking

Policy S-CAR states that students in grades 10, 11 and 12 are allowed to drive motor vehicles to school under regulations approved by the superintendent. The use of motor vehicles by students on school property is a privilege, which may be limited or revoked by the principal of the school. Students must agree to the following conditions:

- The student agrees to obey all state and local laws governing the operation of motor vehicles and all duly established rules and regulations concerning operation and parking of motor vehicles on school grounds.
- The student agrees that he or she will not bring onto the school grounds nor keep in his or her vehicle while it is on school grounds any guns, explosives, tasers, stun guns or other weapons. The student further agrees that he or she will not bring onto the school grounds any alcohol or other drug not prescribed by a physician nor any other contraband. It is a violation of Rule 29 of the Charlotte-Mecklenburg Schools Code of Student Conduct to possess any guns, rifles, knives, metal knuckles, razors/cutters, mace, pepper gas, explosives, martial arts weapons or any blunt or sharp-pointed instrument that may be capable of inflicting bodily injury (to include using or threatening to use to inflict injury).
- The student and parent/guardian understand that any violation of the conditions set forth in this authorization may result in the termination of this parking privilege and may also result in appropriate disciplinary action by school authorities or legal action in court.
- The student and parent/guardian hereby acknowledge their understanding that it may become necessary for school authorities to open, enter and search the vehicle and its contents and to remove any unauthorized articles described above or any other articles which may endanger the health, welfare or safety of students or school personnel. Any such article(s) may be retained and used as evidence in disciplinary proceedings by school authorities or delivered to appropriate law enforcement officials in sole discretion of the school authorities.

Students may request parking permits from their school. Student vehicles must be registered through the school's parking process. Please contact the school for specific parking information.

Driver Education

CMS provides Driver Education to all eligible students in Mecklenburg County. The program is offered after school, during school vacations and during the summer at several locations. All CMS high schools have a Driver Education site coordinator that assists in the coordination of the program. CMS currently contracts licensed commercial driving schools to administer the program. To be eligible, a student must:

- Be at least 14-1/2 years old (by class starting date)
- Be actively enrolled in public, private, charter or licensed home school in Mecklenburg County
- Comply with the CMS Code of Student Conduct

Proficiency tests are offered to students who are at least 16 years of age or have transferred from another state and possess a valid learner's permit. Any eligible student may enroll in the classroom phase; however, the Division of Motor Vehicles will determine which students will be allowed to take behind-the-wheel training. Students removed from the program for disciplinary reasons or who drop out for any reason will have to make arrangements to finish their training privately through another source at their expense.

Additional information:

For additional information on the Driver Education program, please contact your student's school or visit <https://bit.ly/2RDuXLv>.

Driver's License Guidelines

Once students have completed driver education and desires a learner's permit, they must take the necessary documents to the NC DMV (listed on the Driver Education Completion Certificate) and complete the NC licensing requirements.

Driving Eligibility Certificate

One of the documents required by the NC DMV is the Driving Eligibility Certificate (DEC). This is a printed document that is issued by the school principal or the principal's designee. The DEC certifies that the student has demonstrated adequate academic progress toward graduation in school and is not in violation of NCGS 2011(n1) listed below.

Students affected by the Driving Eligibility Legislation

Under NCGS 20-11(n1), this legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, home school, private school and community college students.

Students not affected by this legislation

Students who have attained a high school diploma, a GED or an adult high school diploma as issued by a community college are not affected by this legislation. In addition, students who received a driving permit or license prior to the Graduated Driver's License program (before 12/1/97) are not affected.

Requirements for a Driving Eligibility Certificate (Students Under the Age of 18) The

DEC will be issued only if the student:

1. Has demonstrated adequate academic progress in the previous semester; is currently enrolled in school and making progress toward obtaining a high school diploma or its equivalent or has passing grades in 70 percent or more of his/her classes. Adequate academic progress will be evaluated at the end of the first semester and at the end of the school year.
2. Has not dropped out of school.
3. Is enrolled and in good standing with his/her school and not in violation of NCGS 20-11(N1) legislation listed below.
4. The DEC is only good for thirty (30) days. Students must be 15 years of age to receive this certificate.

Student Ineligibility

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

Under N.C.G.S. §20-11(n1), some students are ineligible to receive a DEC. Students expelled, suspended or placed in an alternative educational setting for more than 10 consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to NCGS §115C-391(d1); or assaulting any school personnel on school property are ineligible.

Note: A student's learner's permit/license will be revoked if the student does not maintain adequate progress, drops out or violates N.C.G.S. §20-11(n1).

Hardship Rules

Principals and/or DEC representatives are able to issue DEC's to students based on hardship. Students must have already been issued a driver's permit/license in order to request a hardship. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents or the school. In all cases of hardship, documented proof must be submitted.

Student Eligibility for Hardship

1. Students who have already received a permit/license.
2. Students who cannot make progress toward obtaining a high school diploma or its equivalent.
3. A substantial hardship would be placed on the person or his/her family if the student's license was revoked for non-compliance with this legislation. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents or the school. In all cases of hardship, document proof must be submitted. The specific hardship circumstances are divided into three categories and are listed below under "Hardship Guidelines."

Hardship Guidelines

1. Medical Considerations

- a. Student-documented proof must be submitted to the school from a doctor (on letterhead) citing reasons why the student missed school, dates of illness, etc.
- b. Parent-documented proof must be submitted to the school as to the parent's medical illness or impairment. Evidence must demonstrate the absolute necessity of the student to have a driver's license.

2. Work-related Considerations

- a. Students must demonstrate that he/she requires transportation to/from a job that is necessary to the family's financial welfare and is unable by any other means to do so.
- b. There should be documented proof that the student is working and that the student's earnings go directly to support the basic needs of the family. In addition, there must be proof that the student is unable by any other means to get to and from work.

3. Exceptional Children Considerations

- a. A DEC can be issued to a student when it has been determined that the student is unable to make progress toward obtaining a diploma/ certificate. This ruling is not intended to apply to exceptional students who have the ability to obtain a high school diploma.
- b. Input from the IEP committee and other sources should help guide in the decision.

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

The current DEC requires parents, guardians or emancipated juveniles to provide their written irrevocable consent for a school to disclose to the Division of Motor Vehicles when a student no longer meets the conditions under N.C.G.S. §20-11.

A Driving Eligibility Certificate cannot be issued without the parent's written consent.

Student Locker Assignment

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

Schools will collect locker fees not to exceed \$2. Students should understand that the locker is the property of the school and is assigned to the student only upon the student's agreement to the following terms and conditions:

- The student is responsible for all property placed in the locker. The locker shall be used only for storage of such property as is reasonably necessary for the student's school activities such as school books, school projects, gym clothes, etc.
- No guns, explosives, tasers, stun guns or any other weapons are permitted to be stored in the locker nor to be brought onto the school grounds. No alcoholic beverage or any other drug not prescribed by a physician nor any other contraband is permitted to be stored in the locker and is not permitted on the school grounds. It is a violation of Rule 29 of the Charlotte-Mecklenburg Schools Code of Student Conduct to possess any guns, rifles, knives, metal knuckles, razors/ cutters, mace, pepper gas, explosives, martial arts weapons or any blunt or sharp-pointed instrument that may be capable of inflicting bodily injury (to include using or threatening to use to inflict injury).
- In consideration for the school's assignment of a school locker to the student, the student and parent/guardian grant permission to school authorities to open and search the assigned locker and its contents at any time and to remove unauthorized articles described above or any other items which may endanger the health, welfare or safety of students or school personnel.
- The student will leave with the principal of the school the combination of the assigned locker or a key which will open the locker before the assignment of the locker becomes effective. If the student changes the lock, it must be with the permission of the principal at which time the student will list the new combination of the locker with the principal or leave a new key with the principal. In the event the student fails to leave the correct combination or key with the principal, then this default shall constitute permission for the principal or his/her authorized agent to break the lock, open the locker and remove its contents for safekeeping. Any violation of the rules regarding locker assignment will result in the termination of this locker privilege.

HIGH SCHOOL ATHLETICS

Sports Offerings

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Football	Men's Basketball	Baseball
JV Football	Men's JV Basketball	JV Baseball
Men's Cross Country	Women's Basketball	Women's Soccer
Women's Cross Country	Women's JV Basketball	Women's JV Soccer
Men's Soccer	Swimming/Diving	Women's Softball
Men's JV Soccer	Wrestling	Women's JV Softball
Women's Golf	Indoor Track	Men's Tennis
Women's Tennis	Cheerleading	Men's Golf
Women's Volleyball	JV Cheerleading	Men's Track
Women's JV Volleyball		Women's Track
Cheerleading		
JV Cheerleading		

High School Athletics (Grades 9-12)

The vision of CMS Athletics is to ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in the arena of society.

Responsibilities of Parents and Student-Athletes

- Must adhere to all North Carolina High School Athletic Association (NCHSAA) and CMS athletic eligibility regulations
- Must complete and sign all NCHSAA and CMS required athletic eligibility participation forms
- Must provide proof of medical or accident insurance
- Must pay the participation fee or meet waiver criteria prior to the first contests in each sport season
- Student-athlete must pass a health screening once every 395 days by a duly licensed physician, nurse practitioner or physician assistant
- Student-athletes and parents must sign the Student-Parent Honor Code
- Must attend a required preseason meeting at the school prior to the sport season (fall, winter and /or spring)
- Student-athletes and parents must sign the concussion form
- Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation
- May not, as an individual or as a team, practice during the school day or on a Sunday
- May only attend summer camps to which the athlete or his/her parents pay the fees

Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (North Carolina Board of Education Regulation). In order to qualify for public school athletic or extra-curricular participation, a student must (at a minimum) meet the eligibility requirements outlined in this section. Please note that additional requirements may apply.

Requirements for Participations (Grades 9-12)

9th Grade

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

- Must meet local promotion standards
- Must have earned a 2.0 GPA from previous semester (beginning second semester)
- Must have passed a **minimum load of work during the previous semester (beginning second semester)
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before August 31 of said school year

10th–12th Grades

- Students in grade 10-12:
- Must meet local promotion standards
- Must have earned a *2.0 GPA from previous semester
- Must have passed a minimum load of work during the previous semester* f Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before August 31 of said school year

**High School: For athletic eligibility purposes, a minimum load is defined as passing a minimum of three out of four courses on a 4 x 4 format (or six out of eight courses in the A/B format) of block scheduling during the traditional school day.*

Exceptional Children

- The 2.0 eligibility rule will be waived if (1) IEP goals are being met; (2) satisfactory progress is being made in mainstream classes and (3) has the principal's recommendation.

Extended Year

- A student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.
- Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail." This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will not help to improve a 2nd semester GPA that is below a 2.0. Credits are awarded for passing these courses. So a credit earned in a credit recovery course will count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements.
- Grades (letter/numeric) received in summer school that are repeated for failed year courses may be substituted for 2nd semester grades when computing the athletic grade point average (GPA) and the NCHSAA minimum load of work eligibility requirements for fall semester.

Athletic Participation

- *f* Students must be enrolled at the school to which they are properly assigned under CMS student assignment rules.
- *f* Student-athletes establish a "sports school" at which they are eligible to participate in interscholastic athletics. The sports school for new students and 9th graders is the school in which the student is enrolled on the official first day of school.
- *f* For other students, the sports school will usually be either the school attended the previous 365 days or the student's home school. There are exceptions to this general rule. Contact the Charlotte-Mecklenburg Schools Athletics Department for detailed information at (980) 343- 6980.
- *f*A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.)
- *f* A student-athlete is prohibited from playing the same sport at two schools during the same sports season, even if the second school is the student's home school.
- *f* No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's entry into the ninth grade or participation on a high school team, whichever occurs first. For students who skip the ninth grade and advance directly to the 10th from the eighth, the year prior to entering the 10th grade is considered the first year of entry into ninth grade for athletics. The principal shall have evidence of the date of each player's entry into ninth grade. The North Carolina cumulative record is sufficient.

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

CMS has two (2) methods of anonymous communication for individuals to report suspected violations of athletic eligibility requirements:

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

For more information about athletic-eligibility rules and the consequences for violations:
wearecms.com

Additional Information

Athletic information included in this Parent-Student Handbook is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, visit the **CMS Department of Athletics website at www.cmsathleticzone.com** or call **(980) 343-6980**.

2024-2025 Teacher/Staff Holiday and Workday Calendar

Teacher Workdays	August 16, 19 - 23, 2024
First day of school	August 26, 2024
Labor Day Holiday	September 2, 2024
Early Release Day	September 25, 2024
Teacher Workdays	October 3 - 4, 2024
Early Release Day	October 30, 2024
Teacher Workdays	November 4 - 5, 2024
Veterans Day Holiday	November 11, 2024
Annual Leave Day	November 27, 2024
Thanksgiving Holiday	November 28-29, 2024
Winter Break	Dec. 23, 2024 - Jan. 3, 2025
Annual Leave Day	December 23, 2024
Holidays	December 24-25, 2024
Annual Leave Days	December 26-27, 30, 2024
Holidays	December 31, 2024
Holidays	January 1, 2025
Teacher Workdays	January 2 - 3, 2025
Martin Luther King, Jr. Holiday	January 20, 2025
Teacher Workday	January 24, 2025
Teacher Workday	February 17, 2025
Early Release Day	February 26, 2025
Teacher Workday	March 31, 2025
Early Release Day	April 2, 2025
Spring Break April 14 - 21, 2025	
Annual Leave Days	April 14-17, 2025
Holidays	April 18, 2025
Annual Leave Day	April 21, 2025
Memorial Day Holiday	May 26, 2025
Last day of school	June 10, 2023
Teacher Workdays	June 11-12, 2025

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

Make-up Days:

1. January 3, 2025 2. January 2, 2025 3. February 17, 2025 4. June 11, 2025 5. January 24, 2025 6. March 31, 2025

In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

2024 - 2025 A/B Day Schedule

August 2024					January 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
26A	27B	28A	29B	30A			1 Holiday	2 Workday	3 Workday
					6A	7B	8A	9B	10A
September 2024					February 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
2 Holiday	3B	4A	5B	6A	20 Holiday	21A	22B	23A 2nd Q Ends	24 Workday
9B	10A	11B	12A	13B	27B	28A	29B	30A	31B
16A	17B	18A	19B	20A					
23B	24A	25B (ERD)	26A	27B					
30A									
October 2024					March 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
	1B	2A	3 Workday	4 Workday	3A	4B	5A	6B	7A
7B	8A	9B	10A	11B	10B	11A	12B	13A	14B
14A	15B	16A	17B	18A	17 Workday	18A	19B	20A	21B
21B	22A	23B	24A	25B	24A	25B	26A (ERD)	27B	28A
28A	29B	30A (ERD)	31B						
November 2024					April 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
				1A 1st Q Ends	3B	4A	5B	6A	7B
4 Workday	5 Workday	6B	7A	8B	10A	11B	12A	13B	14A
11 Holiday	12A	13B	14A	15B	17B	18A	19B	20A	21B
18A	19B	20A	21B	22A	24A	25B	26A	27B	28A 3rd Q Ends
25B	26A	27 Annual Leave	28 Holiday	29 Holiday	31 Workday				
December 2024					May 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
2B	3A	4B	5A	6B			1B	2A	
9A	10B	11A	12B	13A	7B	8A	9B	10A	11B
16B	17A	18B	19A	20B	14 Annual Leave	15 Annual Leave	16 Annual Leave	17 Annual Leave	18 Holiday
23 Annual Leave	24 Holiday	25 Holiday	26 Annual Leave	27 Annual Leave	21 Annual Leave	22A	23B	24A	25B
30 Annual Leave	31 Holiday				28A	29B	30A		
January 2025					June 2025				
Mon.	Tues.	Wed.	Thurs.	Friday	Mon.	Tues.	Wed.	Thurs.	Friday
					2A	3B	4A	5B	6A
					9B	10A 4th Q Ends	11 Workday	12 Workday	

Any school day missed due to severe weather will be added to the next make-up day on the CMS academic calendar. This ensures the entire calendar will not be affected. For example, if school is closed on February 6 (B day), the make-up day would be a B day to replace it. You will receive a notice from the district when any days are changed.

CharMeckschools



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