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LETTER FROM EARNEST WINSTON, SUPERINTENDENT

Dear CMS families:

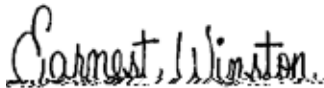
Welcome to the 2021-2022 school year! Thank you for choosing Charlotte-Mecklenburg Schools to serve your family. We are focused on providing equitable educational opportunities for all students who attend our schools and participate in our programs. Our families can expect safe and welcoming spaces where students are supported in their academic pursuits and overall well-being.

The Parent-Student Handbook is a helpful resource for navigating the many program options, activities and events of the school year. It includes information on parent engagement, student services, school meal options, transportation and many of the policies and procedures that will affect your student this year.

Please review the handbook with your student and contact your school principal if you have questions, comments or concerns. CMS staff members are committed to the development of all students and ensuring they are prepared for further education, careers and success in life.

Thank you again for putting your trust in CMS. We look forward to working with you and your student to achieve great things in the new academic year.

Sincerely,

A handwritten signature in cursive script that reads "Earnest Winston".

Earnest Winston
Superintendent





We are always delighted to welcome new volunteers to our schools. In fact, we rely on families and community members to supplement the hard work of our teaching staff. Your time, your talents and your treasure bring a plethora of experience—personal and professional—to our students.

Our main priority has to be the safety of those entrusted to our care. For this reason, and in line with state requirements, we have four levels of access with varying degrees of clearance requirements.

All parents have access to their child(ren) within the school. Visits should be scheduled in advance when possible.

Parents will be required to sign in with LobbyGuard, which will run names and dates of birth to check for sexual offenses.

Volunteers have access to any student(s), within school property, under direct supervision of a CMS employee, i.e. classroom volunteers. Volunteers are not permitted to chaperone field trips.

Registration will include one form of valid photo ID indicating name and date of birth, such as driver's license or passport.

Volunteers have access to any student(s), within or outside of school property, without direct supervision of a CMS employee, e.g., one-on-one tutoring and field trip chaperone.

All requirements of level 2, plus Social Security number.

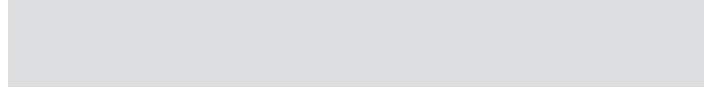
Provides the same degree of access as level 3, but volunteers may drive children as part of their volunteer activity.

As level 3, but a valid driver's license must be presented for driving-history check along with proof of liability insurance.

PARENT ENGAGEMENT AND SUPPORT, *continued*

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,



CMS Structure and School Staff Roles

Learning Communities

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

The learning communities are: Central I, Central II, Northeast, Northwest, Southeast, and Southwest.

School Contacts

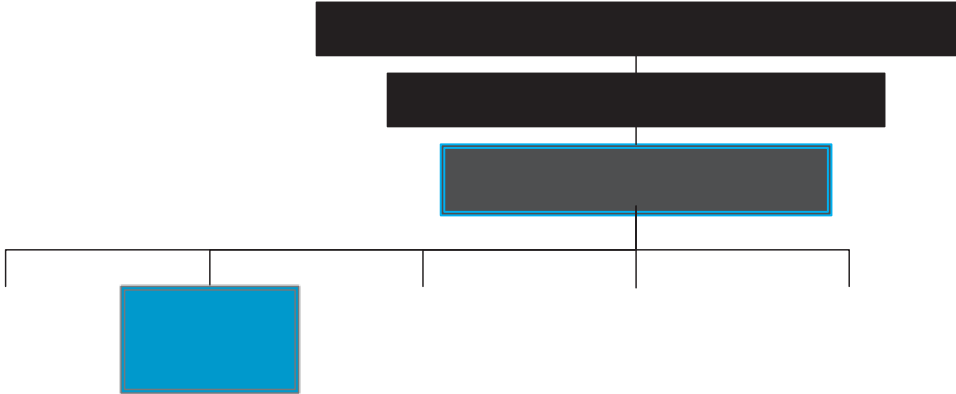
Your child's school has a variety of support resources that are available to you. The most important person to know is your child's classroom teacher. You can contact your child's teacher by writing a note, sending an email, calling the school or visiting the classroom. In addition to the teacher, there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

The **School 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 **School 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.

PARENT ENGAGEMENT AND SUPPORT, *continued*

Charlotte-Mecklenburg Schools District Organization Chart



Severe Weather

The safety of all children is our first concern when deciding if schools must be opened later, closed or closed early because of weather conditions. Here are some important points to remember:

The decision to close schools will be made no later than 5:30 a.m. If possible, the decision will be made the evening before.

CMS has the option of operating with a two-hour delay. Each principal will develop a modified bell schedule that begins two hours later than normal and ends at the regularly scheduled time.

Announcements about changes in school schedules will be delivered through CMS' parent notification system, social media platforms, mobile App and website. You can also tune into area radio and television stations or call the

Do not call schools or the news media. Generally, all CMS schools will be affected by the decision, not just schools in areas of the county where weather conditions are most severe.

If no announcement is made, then schools will operate on a normal schedule.

Weather conditions sometimes worsen during the day after children have arrived at school. If early dismissal of schools is necessary, information will be announced through the CMS parent notification system, local radio and television stations and CMS web and social media sites. If school is canceled or dismissed early, CMS will provide information about all activities for students, including CMS after-school activities and After-School Enrichment Programs (ASEP).

If you have questions about CMS, contact the at or visit our website at

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 *Calendar* to access the CMS academic calendar for this school year.

Being that Mecklenburg County may be experiencing severe weather in one part of the County while another part is not, Principals are given a certain amount of latitude on implementing their plans during in-school severe weather situations. The staff at each school monitor weather conditions via a NOAA weather radio, through media outlets, weather apps, and visually observe conditions outside 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, classroom outlets, weather

Registering Your Child for School

To determine your child's home school, contact [Home Schooling](#) at [781-388-2200](tel:781-388-2200). 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.

Smith Family Center

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

[Home Schooling](#)



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.



High School Guidelines for Attendance and Recovery

A student in grades 9-12 missing 11 class sessions or more in a year-long class or six class sessions or more in a semester-long class for any reason other than a principal-approved absence will receive a grade of “F” for the course based on CMS Regulation JHBB-R.

A student to whom this rule applies should participate in the school-based Recovery Program available at each high school. Students may recover absences by class during the Extended Day Program, Saturday Academy or with an individual teacher. Students will need to recover time by course under the supervision of a licensed staff member. Students must recover excess absences hour-for-hour in order

who are unable to recover all absences for that class may submit a written appeal to the school’s Attendance Appeal Committee. The Attendance Appeal Committee will evaluate the student’s appeal based on grades, participation in the Recovery Program and teacher recommendation. A parent who disagrees with the decision of the Attendance Appeal

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

and must go to a designated area to complete classwork or to do work

Truancy

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

School-Based Truancy Court is a community partnership of 18 CMS schools and District and Superior Court Judges. Its purpose is to eliminate barriers to regular school attendance, provide comprehensive support services to students with excessive absences and build important connections between families, schools and community resources.

Parents and community members are strongly encouraged to call 911 to report truant students to Charlotte-Mecklenburg Police.

Code of Student Conduct

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

Student Rights & Responsibilities and Character Development Handbook

standards. Principals attempt to address student misconduct through a full range of responses that do not remove the student from the classroom or school, including but not limited to: parental involvement, conferences, isolation or time-out, behavior improvement agreements, instruction in conflict resolution and anger management, peer mediation, counseling sessions, academic intervention, ISS, detention, referral to community agencies, community service, exclusion from graduation ceremonies or extracurricular activities, suspension from bus privileges and disciplinary reassignment.

In-School Suspension

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

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

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

Out-of-School Suspension

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

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

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

BEHAVIOR AND DISCIPLINE, *continued*

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*.



under IDEA may be eligible for accommodations under Section 504.

Contact Information

Parents who believe their child may be eligible under Section 504 should



that the District provides to students pursuant to their Individualized Education Program (IEP) under the Individuals with Disabilities Educational Act (IDEA).

The student information is limited and may include the following: the student's name; date of birth; Medicaid number; IEP documentation,

ENGLISH LEARNERS

Federal Law

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

Title III

The Elementary and Secondary Education Act (ESEA) Title III, Part A provides supplemental financial assistance to states and eligible LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare English Learners and immigrant children and youth to enter English instructional settings. Among "the purposes of this part [Part A] are to help ensure that children who are 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 English as a Second Language (ESL) program seeks to help English learners attain English proficiency and achieve at high levels in such core academic subjects as math and literacy by providing tailored instruction in English language skills. Students who speak a language at home other than, or in addition to, English will be administered the state English language proficiency test. LIEP services are provided for those students who qualify based on the test. Additionally, students who qualify may be eligible to receive accommodations on state and local assessments. Each school in CMS has an LIEP program to support students with English language needs. Participation in LIEP does not exclude students from participation in any other CMS offering, including magnet programs or sports. School enrollment and screening for academic English language support is available through the International Center.

International Center

The mission of the CMS International Center (IC) is to address the needs of culturally or linguistically diverse students, providing them with equal access to effective participation in the educational programs offered by CMS. The IC is the enrollment and resource center for all students, both international and domestic, whose first or primary language is not English. Contact the IC to ask questions about CMS and receive information and guidance on community resources, including immunizations.

For more information, please contact:

English Learner (EL) Services Department

4421 Stuart Andrew Blvd., Suite 350

Charlotte, NC 28217

Courier #835A

and

1600 Tyvola Rd.

Charlotte, NC 28210

Courier #670

980-343-0432

980-343-0394 (fax)

Overview

The Elementary and Secondary Education Act (ESEA) 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:

- Increase the number of students who are proficient in reading and mathematics.
- Increase the number of students who are proficient in science.
- Increase the number of students who are proficient in English language arts.

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

- Increase the number of students who are proficient in reading and mathematics.
- Increase the number of students who are proficient in science.
- Increase the number of students who are proficient in English language arts.

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

[https://www.ncdpi.gov/](#)

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

Through the establishment of Strategic Plan 2024, CMS intends to meet these goals and provide the resources to help all students become successful in the classroom. CMS has also made tremendous gains in closing 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 Services provides comprehensive support services to assist all students in maximizing academic achievement. Student support services are delivered by intervention team specialists, school counselors, school psychologists, school social workers and substance abuse program counselors.

Parents may contact their child's school for additional information on the student support services offered.

Multi-Tiered System of Support

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

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

School Counseling

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

- 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

School Psychologists

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

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

School Social Workers

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

- 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

- Direct provision of nursing health care services
- School staff instruction and supervision in provision of care for students with special health care needs
- Instruction and oversight for medication administration processes in schools
- Emergency and injury care, planning and training
- Support health promotion and wellness initiatives

Chronic Health Problems or Conditions:

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

Parents should:

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

Your child should **STAY HOME**:

- If an oral temperature above 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

What happens if someone tests positive for COVID-19 or another Similar Communicable Disease?

Any positive test is reported to the health department in the county where the patient lives. When someone tests positive, the health department will contact the person to ensure they are aware of their diagnosis, review home isolation requirements and assess their social service needs. Contact tracing is conducted to identify anyone who was in close contact to the patient for up to 48 hours before they showed symptoms. Close contact includes household members and others who they may have been in close contact (within 6 feet of the person testing positive for more than 15 minutes) during the time period they were infectious. The health department works to contact those who were potentially exposed.

For school-related exposures, 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.

How will CMS facilities be maintained to prevent the spread of COVID-19 or another Similar Communicable Disease?

Routine enhanced cleaning and disinfecting of frequently touched areas will continue throughout the building

Hand sanitizer stations placed strategically throughout school

Cloth face coverings must be worn by students and staff on buses or other transportation vehicles, and inside school buildings

Custodial teams will follow Centers for Disease Control guidelines for cleaning, disinfecting and sanitizing

Custodial teams will disinfect surfaces inside classrooms, restrooms and throughout buildings including restrooms throughout the day

Weekly reporting of on-hand inventory/supplies (paper towels, hand soap, toilet tissue, gloves, cleaning products, etc.)

Water and ventilation systems flushed

Water fountains cleaned more frequently

Increase air flow in schools by 10-15% via HVAC automation system

Transportation vehicles will have hand sanitizer for staff and students

Transportation vehicles cleaned and disinfected regularly

Clean, sanitize and disinfect equipment including car seats, seat belts,

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 Statute 115C-81 (e1,K) require public schools to provide age-appropriate instruction. A comprehensive health education program is taught to students from kindergarten through ninth grade. As required by law, the health education program includes age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family

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.

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: [https://www.ncpschools.org/healthy-active-children-policy](#)

(such as, but not limited to, physical activity time, physical education or intramurals)

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.

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.

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 wabldbeeto noeed-9.9 ()]TJ

Acceptance of Checks

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

- Only checks with preprinted name and address will be accepted

- A phone and driver's license number must be included on the check

- Include the student(s) name along with their student ID or PIN number

Returned Checks

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 - - - if you have any questions regarding a returned check. The use of a check is your acceptance of these conditions.

Parental Access to Account

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.

Refund Policy

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.

Nondiscrimination Statement

To view the complete USDA Non-Discrimination Statement visit [this link](#):

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.”

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.

Whenever foods are brought to school for snacks or celebrations, choices that are low in sugar and fat content should be considered. The following are some healthy snack suggestions:

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

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

In April 2005 the Charlotte-Mecklenburg Board of Education passed a ground breaking policy that proactively addresses the needs of the growing population of CMS students who have been identified as having life-threatening allergies to certain foods. The policy requires schools to make reasonable efforts to

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.):

Students will be able to access information that may include:

- 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;
- Public domain and shareware software; and
- Telecommunications with individuals and groups around the world.

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 [Lang \(en-U](#)

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.

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:

- Taking any actions that may disrupt the CMS network;
- Knowingly introducing or attempting to introduce viruses or other malware⁵ into the network;
- Unauthorized access (“hacking”) into computer systems or networks;
- Logging into the network on a personal account and allowing others to access that account, unless permitted by an instructor for collaboration purposes;
- 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;
- Accessing or using threatening or obscene material;
- Accessing pornography;
- 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;
- Sending or soliciting abusive or sexually oriented messages or images;
- Accessing material that is harmful to minors;⁷
- Violating copyright laws, including duplication of software or plagiarism;
- Utilizing the CMS network for commercial purposes;
- Providing political or campaign information or lobbying for a political cause or candidate unless directly

Posting personal information about students or staff without proper authorization;

Forwarding personal communications without the author’s prior consent;

Distributing material protected by trade secret;

Accessing the Internet via personal Wi-Fi accounts, through individual PTD accounts, or by any manner other than connecting through the secure wireless connection provided by CMS; and

Downloading, installing, or otherwise using unauthorized games, music, public domain, shareware, or other unauthorized programs on any school computer or network.

CMS will monitor the online activities of students.

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.

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.

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:

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.

Printing from a PTD is allowed on CMS property only if authorized by the supervising teacher; and
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.

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.

The Board of Education is not responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, a student's mistake or negligence, costs incurred by students or their parents, or the accuracy or quality of information received from the Internet. The user accepts personal responsibility for any information obtained via the CMS network. Additionally, CMS and the Board of Education are not liable for any damages occurring to PTDs on school property, regardless of whether CMS granted permission for the PTD to be brought onto school property or used in school. Students are responsible for

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Footnotes

1. A *portable Internet accessing device* (“PTD”) is a portable Internet accessing device designed to transmit communications by voice, written characters, words, or images, share information, record sounds, process words, and/or capture images, such as a laptop, tablet, smart-phone, cell-phone, PDA, or e-reader.
2. Unless otherwise stated, references to “parents” include one or both parents, legal guardian, or legal custodian of a student, or person acting in loco parentis to the student.
3. Student behavior guidelines are set forth in the Code of Student Conduct, which is updated and made available to students each year.
4. *Cyberbullying* is the use of information and communication technologies, including but not limited to email, cell phones, text, still photograph or video messages, instant messaging, defamatory personal web sites, and online personal or public web sites or journals, to convey an offensive, racial, derogatory, bullying, or obscene message to another person, including but not limited to references to race, color, ancestry, national origin, gender, socioeconomic status, academic status, gender identity or expression, sexual orientation, religion, physical or sensory disability, and/or physical appearance.
5. The term *malicious software*, 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.” *Parental Access* “allow users to bypass the proxy and view any sites they wish. This allows users access to restricted sites.
7. The term *indecent exposure* 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

STUDENT INTERNET USE AND NETWORK ACCESS, *continued*

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

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

CHARLOTTE-MECKLENBURG SCHOOLS STUDENT INTERNET USE AGREEMENT GRADES K - 5

Students must accept this Agreement before the connection to a CMS computer that is connected to the Internet through the CMS Network

I understand that my school has computers and the Internet so I can learn more about what I am studying in my classroom. Students at my school also use a computer to check out books from the Media Center. This agreement applies to all Internet access while at school whether by a school-owned device or one owned by the student and approved for use by the Superintendent and Principal.

There are rules in the Student Handbook I must follow if I want to use the Internet at school. My teacher explained these rules to me and I understand them. If I do not follow the rules and the directions of my teacher when using the Internet, I may not be allowed to use the Internet at school. Not following these rules may also mean I have broken the rules in the CMS Code of Student Conduct. I could be disciplined or be suspended from school for not following the rules and the directions of my teacher.

I agree to follow all the rules for using computers and the Internet at school.

(Student's acceptance, grade agreement, date, and signature)

Student's name, grade, date, and signature

Student's Full Name (printed):

Last: _____ First: _____ Middle: _____

Student Signature: _____ Date: _____

Student ID#: _____

CHARLOTTE-MECKLENBURG SCHOOLS STUDENT INTERNET USE AGREEMENT GRADES 6 - 12

Students must accept this Agreement before they log on to a CMS computer that is connected to the internet through the CMS network

In this Agreement, “Internet” means both the CMS electronic network and access to the worldwide web (Internet). This agreement applies to all Internet access while at school whether by a school-owned device or by a Personal Technology Device (PTD) owned by the student and approved for use by the Superintendent and Principal and to Internet access via CMS-owned devices while away from school.

I do not have a right to access the Internet from school. Internet access is a privilege.

I will use the Internet while at school only for educational purposes, research, or career development.

I will not access the Internet through personal cellular accounts, like 3 or 4 G, individual accounts or personal data plans associated with a PTD.

If I am using a PTD to access the Internet, I will log on only through the CMS network.

I understand that I do not own any material I may create or post on the Internet at school. Any information I create, transmit, or store may be inspected by an authorized CMS staff person for any reason without my permission or knowledge.

Anything that I do on the Internet while at school may be monitored by a teacher or other staff member.

I have read and understand the Digital Citizenship Rules and Unacceptable Uses of the Internet. (The Digital Citizenship Rules and Unacceptable Uses are in the Student Internet Use Regulation.)

If there was anything in the Digital Citizenship Rules or Unacceptable Uses that I found to be confusing, I asked my teacher to explain it to me and now understand it.

I agree to follow the Digital Citizenship Rules and not to engage in any activity that is an Unacceptable Use when I use the Internet at school.

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
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School Pictures

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

— Individual pictures may be made twice a year; group pictures once during the school year. Purchase options offered in grades K-5 include soft cover picture books not to exceed a purchase price of \$15 plus tax; group pictures not to exceed a purchase price of \$10 plus tax; one picture packet at no more than \$10 plus tax, with no maximum price limit for larger packages.

— Individual pictures may be made only twice a year. Group picture may be made as appropriate for inclusion in the yearbook (see Middle School section at the back of this handbook). Purchase options offered in middle schools once a year and as include one picture package at no more than \$10 plus tax and no maximum limit for larger package options. Picture books (yearbooks) are not to exceed a purchase price of \$21 plus tax (see CMS Regulation JJE-R). Optional features may also be available as long as yearbook content is changed.

— 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

The United States Department of Agriculture (USDA) has granted a waiver for the 2021-2022 school year allowing one complete breakfast and lunch to be provided to all students at “no charge” each school day as the recovery process continues from the pandemic. All cafeterias offer a variety of snacks



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Chattanooga Middle School

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. The District has designated the following information as directory information:

Student's name;

NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams.

A. Consent before minor students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

B. Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute that information to others.

C. Inspect upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

CMS will, within a reasonable period of time prior to the administration of surveys and activities, provide notice to parents of students who are scheduled to participate in the specific activities or surveys and give the parent or student if s/he is 18 years old or older, the opportunity to opt out.

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

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:

CMS Title IX Coordinator

Stephanie McKinney, District Title IX Administrator
Office of the Superintendent
4421 Stuart Andrews Blvd., Suite 350
Charlotte, NC 28217
980-343-9433
titleixcoordinator@cms.k12.nc.us

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://cms.k12.nc.us/...](#)

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 6 228.7862 Tm[(pr)5.9 (ograms for our 498.3387 714.3132 Tm(TITLE IX)TjETEMC /ArPu 9.57g)an B6e()ngener5 all 6 22rhe students.



- (9) "School personnel" means:
 - a. Employees of a local board of education.

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- (1) Notice of procedures – Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.
 - (2) Notice of specified incidents:
 - a. School personnel shall promptly notify the principal or principal's designee of:
 1. Any use of aversive procedures.
 2. Any prohibited use of mechanical restraint.
 3. Any use of physical restraint resulting in observable physical injury to a student.
 4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.
 - b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
 - (3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.
 - (4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
 - a. The date, time of day, location, duration, and description of the incident and interventions.
 - b. The events or events that led up to the incident.
 - c. The nature and extent of any injury to the student.
 - d. The name of a school employee the parent or guardian can contact regarding the incident.
 - (5) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate

In 2020-2021, CMS operated an average of 933 buses that traveled an estimated 120,000 miles each day. Approximately 64,000 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.

It is very important to maintain a current and accurate address through your school at all times. Parents may become responsible for morning delivery and afternoon pickup through stop assignments.

children at the designated bus stop in the morning to see that their children safely board the bus.

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

Parent Responsibilities

Parents/guardians are responsible to make sure their children get to and from the designated stop safely and timely

Parents/guardians are responsible for selecting their children's walking route to and from bus stops (and on the bus).

Parents/guardians are responsible for providing supervision that is appropriate to the student's age, maturity and conditions that exist on the walk route

Parents/guardians are fully responsible for their student's behavior, property damage, vandalism, and/or any other issues that may occur at and around the CMS bus stop

Parents/guardians should know their children's bus number and stop location

Parents/guardians shall know the bus rules and review them with their children

Shuttle Bus Stops for Full Magnet Schools

In addition to using common stops within neighborhoods, shuttle stops may be assigned for the following magnet schools for 2021-2022. 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 magnet shuttle stop located at predefined CMS school parking lots.

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

Timely arrivals and pickups are critical for the safety and security of each student. Each assigned and eligible child should arrive at the assigned shuttle stop between 10-15 minutes prior to the assigned morning stop time and must be picked up 10-15 minutes after the assigned afternoon stop time. Consistent late morning arrivals and/or afternoon pickup of the student may result in a monetary fine and/or 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, eat breakfast and also allows for maximum utilization and scheduling of school buses serving multiple schools in the morning.

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

Honors & Advanced Placement

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 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.

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

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 for underserved students.

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1. Letter to be mailed to parents indicating fees owed
 2. Information regarding fee owed will be placed in the student's record and accrue over the students time in CMS
 3. Parents will be required to pick up their student's class schedule from school
 4. Diplomas will be held for students owing fees until delinquent fee is paid
 5. A student's participation in non-required field trips will be limited. A student's participation in graduation or promotion ceremonies will be denied
 6. A student's report card may be held as determined by the Principal in accordance with Board Policy IKAB
 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

Policy JICA: Student Dress

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

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

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

Policy JICAA: School Uniforms

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

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

Regulation JICAA-R may be accessed online at [https://www.cms.k12.nc.us/...](#)

EXTENDED DAY PROGRAMS

Charlotte-Mecklenburg Schools is focused on preparing students to be productive citizens who are equipped with a broad set of skills to be globally competitive. Charlotte-Mecklenburg Schools' Extended Day programs provide leadership and direction for academic programs during and outside of the school day so that students who are at risk will be successful through varied opportunities for academic support, enrichment and timely assistance.

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

The goal of extended day programs is to increase opportunities so all students can be successful and graduate with their cohort. Opportunities for credit recovery and repeating a course for credit are provided at each high school and offered through North Carolina Virtual Public Schools (NCVPS), Edgenuity, or a face-to-face instructional model. Every high school student is encouraged to take advantage of the many opportunities for academic success offered at his/her school.

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.

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

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

CMS Summer School

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

2021 CMS Summer School Programs
(Pending budget implications due to COVID-19)

Program Name	Audience
Elementary Programs	
Rising 2nd and 3rd Grade Extended Learning Camp	Eligible Elementary Students
Rising 4th Grade Read to Achieve Camp	
EL Intensive Language Camp	
High School Programs	
High School Credit Recovery OCS Credit Recovery EL Intensive Language Camp	Eligible 9-12th grade Students

All CMS elementary schools offer services to students in grades kindergarten through five. In addition, Pre-Kindergarten is available to a limited number of students with identified educational needs. All schools implement the North Carolina Standard Course of Study. In CMS, the instructional program is organized to provide a minimum of three hours of literacy instruction for grades K-2, two hours of literacy instruction for grades 3-5, one hour of mathematics instruction and 30 minutes of science and social studies instruction 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 56 schools, providing access to children in all parts of Mecklenburg County. For more information, contact the prek@cmsnc.org. To apply, please create an account using the following link and add your child's information: <https://cmsncc.scribborder.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://www.cmsnc.org/parents/entry-requirements> for details.

Parents must also indicate a need for Pre-K as determined by a screening assessment. Call [704-769-3000](tel:7047693000) 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.scribborder.com/>

Parents interested in early admittance to the kindergarten program should contact the Talent Development/Advanced Studies office at [704-769-3000](tel:7047693000).

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

Health Assessments

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

A completed health assessment transmittal form must be presented to the principal on or before the child's first day of attendance. This required form can be found at <https://www.cmsnc.org/parents/health-assessments>

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://www.dhs.gov/>

Read to Achieve

North Carolina legislation pursuant to House Bill 950, requires all students in grade 3 be identified with a reading-retained label if not reading on grade level (achievement level III or above) on the NC Department of Public Instruction grade 3 End of Grade reading assessment or an alternative assessment.

Section 115C-83.1A of the 2012-2013 budget law outlines components of the NC Read to Achieve Program that was effective at the beginning of the 2013-2014 school year. The goal of this program is "to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success." There are seven major components of this program:

- A comprehensive plan for reading achievement
- A developmental screening and kindergarten entry assessment
- The facilitation of early-grade reading proficiency
- The elimination of social promotion
- The successful reading development for retained students
- Notification requirements to parents and guardians
- Accountability measures

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

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 magnet theme associated with an individual school. Every middle school has additional curriculum, which is designed to provide students with the opportunity to enter International Baccalaureate or Advanced Placement programs/courses at the high school level.

Students and teachers form a core team that works as a collaborative unit. Core teams are allowed the flexibility to move students within the team to accommodate academic needs. These core courses are based upon the North Carolina Standard Course of Study.

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

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

Each spring, parents review course selections made by their children



Sports Offerings

- Football, Girls' Softball, Girls' Volleyball, Golf, Cheerleading
- Boys' Basketball, Girls' Basketball, Cheerleading
- Baseball, Boys' Soccer, Girls' Soccer, Boys' Track, Girls' Track

Responsibilities of Parents and Student-Athletes

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

Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (State Board of Education Regulation). No student may be eligible to participate at the middle school level for a period lasting



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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

HIGH SCHOOL

Year of First Entry into 9th Grade	Graduating Class	28 Credits (Standard Course of Study)	24 Credits (Future Ready Core)	NC Exit Standards: Level III/IV on EOCs	CMS Graduation Project
2008	2012	√	√	√	√
2009	2013		√	√	√
2010	2014		√	√	√
2011	2015		√		√
2012	2016		√		√
2013	2017		√		√
2014	2018		√		√
2015	2019		√		√

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.
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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.
Sec. c e e e q d i c e d e f e a a d g e e c e d a e e f , Reg.a., IKF-R.

End of Course Tests

A student enrolled in a course for which North Carolina has developed an EOC or NC Final Exam is required to take the applicable test. Credit for the class will be awarded based upon satisfactory completion of all course requirements of which the EOC or NC Final Exam is only one factor.
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Advanced Placement and International Baccalaureate Tests

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

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

Grading Scale

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

- A -
- B -
- C -
- D -
- E -

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

C	F E EAD CO E L	O
C A	C	C
E	4 C English I, II, III, IV (taken in sequence); or Early College English Course sequence	4 C English I, II, III, IV
M	4 C Math I, Math II, Math III & a 4th math aligned with the student's post high school plans; or Alternate Math Sequence (requires principal approval): Math I/Math II plus two other alternative math courses. (See Notes 1, 2, and 3 below)	3 C Introduction to Math Math I (See Note 3) Financial Management
	3 C An earth/environmental science Biology A physical science	2 C Applied Science Biology
	4 C American History, The Founding Principles, Civics and Economics (See Note 4) World History American History I: The Founding Principles and American History II; or AP US History or IB History of the Americas, plus 1 additional social studies credit (See Note 5)	2 C American History I American History II
H & E	1 C	1 C
E	8 C A concentration of four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6)	4 C Career/Technical Education
O	0 C	8 C : Prep I, II, III, IV Prep Lab I, II, III, IV
O AL	24 C (N 7)	24 C (N 8)
N 1.		



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Descriptions

Recovered Course

- A shortened version of a failed course to recover credit only.
- Recovered course is taken for a Pass/Fail (P/F) grade only.
- Recovered course grade (P/F) does not replace the failed course grade.
- Recovered course will not be accepted by the NCAA Division I or II core standards.
- Recovered course may be re-evaluated for admissions by colleges / universities.

Repeated Course

- Repeats an entire course that has been failed.
- The initial course must have been taken in Fall 2015 or after.
- Repeated course shall replace the previous course grade.
- Credit toward graduation is only ear.1 (4827594 9 63 611.95/upanyo (ivi LC40 0 9 54 514.5535 dC)5Lang (en-US)/MCID 5948 BDC177 528.1535 Tm())Tj



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, 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 <https://www.cms.k12tn.gov> or contact the avd@cms.k12tn.gov.

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

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 driver's permit license will be revoked if the student does not maintain adequate academic progress drops out or violates N.C.S. (n)

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.

Student Locker Assignment

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

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

Requirements for Participations (Grades 9-12)

9th Grade

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

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

10th–12th Grades

Students in grade 10-12:

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

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A-DAY / B-DAY SCHEDULE

AUGUST 2021

Monday	Tuesday	Wednesday	Thursday	Friday
		25A	26B	27A
30B	31A			

SEPTEMBER 2021

Monday	Tuesday	Wednesday	Thursday	Friday
		1B	2A	3B
6 Holiday	7A	8B	9A	10B
13A	14B	15A	16 Teacher Workday	17B
20A	21B	22A	23B	24A
27B	28A	29B	30A	



CHARLOTTE-MECKLENBURG SCHOOLS 2021-2022 CALENDAR

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