



KINDERGARTEN GUIDE 2024-2025



Committed to making sure each child gets personal attention, keeping families informed, and seeking their input as partners in their child's education.



CUMBERLAND
COUNTY SCHOOLS

Welcome to Cumberland County Schools!

A Message from the Superintendent: Dr. Marvin Connelly, Jr.



Dear Parents & Guardians:

Welcome to Cumberland County Schools (CCS)! We are thrilled that you have chosen one of our fantastic elementary schools for your rising kindergartner. We have no doubt that your child will have a wonderful first year of school – learning, growing, meeting new friends, and experiencing new things.

This is an exciting time for your family, and we understand that you probably have a lot of questions. This guide will help you navigate the transition to kindergarten and provide you with everything you need to prepare for the first day of school.

From health forms to school lunch menus, we hope this guide will give you the confidence to jump right into these elementary years with your child!

As a school system, we are focused on providing a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential. We know parents are partners in their child's education. We will work together over the next 13 years to ensure your child is successful in the classroom and beyond.

Best of luck to your child (and you!) as this journey begins. We hope your child has a wonderful kindergarten year!

Sincerely,



Dr. Marvin Connelly, Jr.
Superintendent



**CUMBERLAND
COUNTY SCHOOLS**

***We provide everything your child needs to become
confident, capable, and successful in life.***

Welcome to Kindergarten

From the very first day of kindergarten, your child will become a part of a classroom community filled with excitement for learning. Within a welcoming classroom environment, kindergarteners experience a child-centered and developmentally appropriate curriculum based on the North Carolina Standard Course of Study. Each day is filled with whole-group instruction and differentiated small-group instruction in the areas of literacy and math, as well as science, social studies, and cultural arts. On a typical day, in addition to the direct instruction, your child will have the opportunity to practice, apply, and extend their knowledge through centers. There are daily opportunities for outdoor physical activities and weekly instruction in physical education, art, and music. You will want to learn more as you ask your child, “What did you learn at school today?” or “What questions did you ask today?”

Mathematics

Each day, your kindergarten student will experience math in a hands-on interactive way. Kindergarteners will focus on the content and math practice standards, build on what they already know by engaging in productive struggle, use their reasoning, look for patterns and make connections in math, and apply what they learn to the world around them. Your child will become a critical thinker and a problem solver as they engage daily in math discourse. Kindergarteners will interact in daily number routines that will develop an awareness of numbers and build their fluency and number sense. They will be challenged each day with a math task that will expand their thinking, promote the use of manipulatives to solidify their conceptual understanding of mathematics and grow their confidence and skills through interactive discussions.

At the end of the year, my child will know how to:

- Count to 100 by ones and tens.
- Count objects.
- Compare numbers.
- Add and subtract within 10.
- Solve addition and subtraction word problems.
- Write numbers 0-20.
- Compose and decompose numbers 1-19.
- Compare measurable attributes of an object, such as weight and length.
- Classify objects.
- Recognize, describe, and compare 2-dimensional shapes.
- Recognize, describe, and compare 3-dimensional shapes.

English Language Arts

Students will begin to build their passion for reading by exploring printed texts, building their vocabulary skills, and learning effective reading strategies, as they learn to read and write. Daily activities will focus on building a solid literacy foundation by learning letter sounds and recognition, high-frequency words, how to read, concepts of printed text, reading fluency, handwriting, how to recount stories, how to ask and answer questions, how to respond to text in a variety of ways, how to engage in discussion, and so much more!

At the end of the year, my child will know how to:

- Ask and answer questions to show understanding of the text.
- Use key details in the text to support answers.
- Participate in discussions with peers.
- Identify the main message or lesson of the story using key details from the text.
- Answer questions using specific details from the text.
- Describe the characters in a story.
- Participate in discussions (one-on-one, in groups, and teacher-led) with peers.
- Identify the main idea of an informational text.
- Retell key ideas from an informational text.
- Sort parts of speech.
- Retell key ideas from an informational text.
- Establish the main idea in a text.



Social Studies

Kindergarten students are introduced to an integrative approach to social studies by exploring aspects of self, others, families, and communities across the world in developmentally responsive ways. This goal is accomplished through the study of geographical locations, history and its influence on daily life, wants and needs and how they affect individuals and society as a whole.

At the end of the year, my child will know how to:

Behavioral Sciences

- List three components of culture - the way a group of people speak, eat, and dress.
- Identify and explain cultural practices that exist in the local community.
- Write words and/or draw pictures describing their own culture in terms of the clothing they wear, the food they eat, and the way they speak.
- Compare aspects of their own culture with another culture and identify at least one difference in each category (clothing, food, language).

Economics

- Identify the influence of needs and wants on how people spend money and make decisions.
- Select examples of needs and wants.
- Recognize that individuals and families earn money needed to purchase needs and wants through a variety of ways.
- Recognize various ways of obtaining and spending money.
- List examples and describe the difference between goods and services.
- Discuss how jobs provide the money to meet people's needs and wants.

Geography

- Describe the differences between maps, globes, and/or digital representations.
- Identify the map scale and explain its purpose.
- Use maps, globes, and/or digital representations to locate places in the classroom, school, and around the world.
- Identify and define physical features.
- Locate and read the map, globe, and/or digital representation's legend or key.
- Use maps, globes, and/or digital representations to identify physical features.
- Identify positional words and know their meaning.
- Identify locations in the classroom, community, and around the world with positional words.
- Define natural resources, state their purpose, and provide examples.
- Identify how people around the world use natural resources.
- Describe environmental factors in different geographical settings.
- Identify the equator and understand how the location's distance from it affects the weather.
- Explain how the environment influences people to move from place to place.

Civics and Government

- Give examples of rules and how we work together to follow them in our classroom, families, and community.
- Tell three reasons why we follow rules (to be safe, fair, and respectful of others).
- Identify the benefits of following rules when presented in a written source.
- Identify ways people work together to improve classrooms and communities.
- Identify the key information about news articles and stories.
- Use their understanding of details in news articles and stories to explain how we can work together to improve our lives.

History

- Explain how people change over time.
- Explain how different events have impacted history in the United States.
- Explain how different events have impacted history around the world.
- Identify similarities and differences between life today and life in the past.



Science

Every day in science instruction, students will have a rich science experience. Students will notice, wonder, and discover the world around them using science and engineering practices focusing on their observations. Students will be given multiple opportunities to explore, inquire, and discover within the natural environment using hands-on activities. Students will explore objects, materials, and events, ask questions, and learn to make careful observations sharing their ideas and new perspectives.

At the end of the year, my child will be able to:

- Describe what it means for an object to be in motion.
- Show what an object may look like while in motion.
- Explain that objects can move in different ways.
- Demonstrate the different movement patterns (straight, zigzag, round and round, back and forth, fast, slow).
- Understand that pushing an object moves it AWAY from me.
- Show that the strength of the push impacts where the object goes.
- Understand that pulling an object moves it TOWARDS me.
- Show that the strength of a pull impacts where the object goes.
- Demonstrate an understanding of physical properties.
- Sort various objects using size, color, shape, and texture.
- Use physical properties of different objects to identify how they are used in everyday life.
- Understand that materials can be changed in order to make products we use everyday.
- Understand that they can use their senses to track changes in the things around them.
- Understand that change naturally occurs all around us.
- Be able to recognize the different types of weather.
- Identify the four seasons.
- Understand that each season has different weather patterns.
- Gain an understanding of how weather impacts their clothing choices.
- Identify characteristics of living things.
- Compare characteristics of living and nonliving things.
- Compare the structures of various animals, including humans.
- Compare the functions of each structure.
- Observe and describe the physical characteristics that are the same and different among birds.
- Explain how birds use their structure to function.
- Compare how animals move.
- Identify the structures animals use to move in different ways.
- Observe and compare how different organisms grow and change over time.
- Explain the basic needs organisms have for survival.



For more detailed curriculum information, please visit our website where you will find Curriculum Guides for each content area. Website: <https://www.ccs.k12.nc.us/Domain/5246>



Health Services Information for Kindergarten Entry

Birth Certificate and Immunization

In compliance with state regulations, parents registering kindergarten students are required to submit a birth certificate, immunization record, and proof of residence to school staff. Students must present the required immunization record to school staff no later than 30 days after their first day of attending classes face-to-face or virtually. Health Assessments are also required for students K-12 enrolling in a North Carolina public school for the first time. This health assessment must be presented to school staff 30 days from their first day of attending classes virtually or face-to-face.

PRE-KINDERGARTEN	KINDERGARTEN
(4) DTP/DTaP	*(5) DTP/DTaP - with booster on/after 4 th birthday
(3) Polio	** (4) Polio - 4 th dose is required on/after the 4 th birthday and before entering school for the first time. Effective 7-1-2015
**** (1) MMR - On/after 1 st birthday	**** (2) MMR - (1 st dose on/after 1 st birthday) at least 28-day interval needed between doses
(3) Hepatitis-B - Third dose shall NOT be given before 24 weeks of age.	(3) Hepatitis-B - 3rd dose shall NOT be given before 24 weeks of age.
(1) Varicella - On/after 1 st birthday	(2) Varicella - (1 st dose on/after 1 st birthday) at least 28-day interval needed between doses. (As of 7-1-2015, historical documentation of disease must include the approximate date or age of infection and a health care provider signature.)
(1-4) Hib - Hib vaccine is not given after 5 years of age. If the first dose is given on/after 15 months of age, the series is complete. The series is complete if the 4th dose is given on/after 12 months of age. (Dosage requirement may vary depending on the vaccine type and the age when receiving the first dose.)	Hib - Hib vaccine is not required after 5 years of age. If not yet 5 years of age, same requirements as for Pre-K.
(1-4) Pneumococcal Conjugate - Pneumococcal vaccine is not given after 5 years of age. If the first dose is given on/after 24 months of age, the series is complete. (Dosage and interval requirements may vary depending on the age when the first dose was received.)	Pneumococcal Conjugate - Pneumococcal Conjugate vaccine is not required after 5 years of age. If not yet 5 years of age, same requirements as for Pre-K.

NOTE: Four day rule applies to all required minimum ages.

* Children receiving #4 DTP/DTaP on or after 4th birthday are not required to have #5.

** Children receiving #3 Polio on or after 4th birthday and at least 6 months after the 2nd dose are not required to have #4.

*** Children receiving #3 Polio on or after their 4th birthday are not required to have #4. Children 18 years or older are not required to receive a polio vaccine.

**** If given separately: Two measles doses, two mumps doses, and one rubella dose required. First dose must be on or after the first birthday and at least a 28-day interval is needed between the first and second doses. A second dose is only required if entered the school on or after July 1, 2008.

North Carolina Health Assessment Transmittal Form Rev. 01/2016

The North Carolina Health Assessment Transmittal Form, revised in January 2016, is mandated by North Carolina Law N.C.G.S. § 130 A 440 (a) for any child entering a North Carolina public school for the first time. It is crucial to document the health assessment on the specified form. Failure to submit the required documentation using the proper form within the initial 30 calendar days of attendance will lead to dismissal. You can access the NC Health Assessment Transmittal Form Rev. January 2016 on the following webpage: <https://nc50000603.schoolwires.net/>.



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

January 2016rev

NORTH CAROLINA HEALTH ASSESSMENT TRANSMITTAL FORM

This form and the information on this form will be maintained on file in the school attended by the student named herein and is confidential and not a public record.

(Approved by North Carolina Department of Public Instruction and Department of Health and Human Services)

PARENT to COMPLETE THIS SECTION

Student Name:

(Last)

(First)

(Middle)

Birthdate (M/D/YYYY):

School Name:

Home Address:

City:

State:

County:

Parent Information: Name of Parent, Guardian, or person standing in loco parentis:

Telephone(s)

Home:

Work:

Cell Phone:

Health Concerns to be shared with authorized persons (school administrators, teachers, and other school personnel who require such information to perform their assigned duties):

HEALTH CARE PROVIDER TO COMPLETE THIS SECTION

Medications prescribed for student:

Student's allergies, type, and response required:

Special diet instructions:

Health-related recommendations to enhance the student's school performance:

Vision screening information:

Passed vision screening: ☐ Yes ☐ No

Concerns related to student's vision:



Public Health
HEALTH AND HUMAN SERVICES



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Cumberland County Schools Confidential School Health Form Rev. 02/2020

Filling out the CCS Confidential School Health Form provides essential information that aids in addressing and managing your child's health requirements during their time at school. (See sample below.)

CUMBERLAND COUNTY SCHOOLS CONFIDENTIAL SCHOOL HEALTH FORM (PLEASE UPDATE AS CONDITIONS OR INFORMATION CHANGES)

TRANSPORTATION TO AND FROM SCHOOL
☐ Walker: a.m. ____ p.m. ____ ☐ Car rider: a.m. ____ p.m. ____
☐ Bus rider: a.m. Bus No. ____ p.m. Bus No. ____
☐ Prime Time: a.m. ____ p.m. ____

Student's Name: _____ Teacher: _____
School: _____ Grade: _____ Date of Birth: _____
Parent/Guardian's Name: _____ Home Number: _____
Cellular Number: _____ Work Number: _____ Other Number: _____
Parent/Guardian's Name: _____ Home Number: _____
Cellular Number: _____ Work Number: _____ Other Number: _____
Student's Home Address: _____ City: _____ NC ZIP: _____

Parent/Guardian: In order to best meet your child's needs please provide the following physician diagnosed health information. Place a check in the appropriate block below.

My Child Has:

- | | |
|--|---|
| <input type="checkbox"/> No known health concerns | <input type="checkbox"/> Gastrointestinal disorder Crohn's or Celiac disease, IBS, gluten intolerance, other: _____ |
| <input type="checkbox"/> ADD/ADHD | <input type="checkbox"/> Hearing loss |
| <input type="checkbox"/> Allergies (severe) list: _____ | <input type="checkbox"/> Hemophilia |
| <input type="checkbox"/> Asthma: date of last severe attack: _____ | <input type="checkbox"/> Hydrocephalus |
| was rescue medication used? <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Hypertension |
| <input type="checkbox"/> Autistic disorders (ASD) including, PDD, Asperger syndrome, other: _____ | <input type="checkbox"/> Hypo/Hyperthyroidism |
| <input type="checkbox"/> Blood disorders not listed elsewhere: chronic anemia, thalassemia, other: _____ | <input type="checkbox"/> Immunocompromising conditions not listed: _____ |
| <input type="checkbox"/> Cancer, including leukemia | <input type="checkbox"/> Integumentary (skin) |
| <input type="checkbox"/> Cardiac conditions: _____ | <input type="checkbox"/> Migraine headaches |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Multiple sclerosis |
| <input type="checkbox"/> Chromosomal conditions (genetic) including, Down syndrome, Fragile X, Trisomy 18, etc. | <input type="checkbox"/> Muscular dystrophy |
| <input type="checkbox"/> Chronic infectious diseases including toxoplasmosis, cytomegalovirus, hepatitis B, hepatitis C, syphilis, HIV, tuberculosis, other: _____ | <input type="checkbox"/> Obesity (> 95% BMI) |
| <input type="checkbox"/> Concussion | <input type="checkbox"/> Orthopedic disability (permanent) |
| <input type="checkbox"/> Cystic fibrosis | <input type="checkbox"/> Renal/Adrenal/Kidney conditions including Addison's |
| <input type="checkbox"/> Diabetes: <input type="checkbox"/> Type I or <input type="checkbox"/> Type II diabetes | <input type="checkbox"/> Rheumatological conditions including lupus, JRA, etc. |
| <input type="checkbox"/> Insulin pump or <input type="checkbox"/> Insulin injections | <input type="checkbox"/> Seizure disorder/epilepsy type: _____ |
| <input type="checkbox"/> Oral medication or <input type="checkbox"/> Monitor blood sugar | The frequency of seizures? _____ |
| Other: _____ | Date of last seizure _____ and was emergency |
| <input type="checkbox"/> Dietary: unique mealtime needs for school meals | medication administered? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <input type="checkbox"/> Eating disorder: Anorexia nervosa or bulimia | <input type="checkbox"/> Sickle cell anemia and date of last crisis: _____ |
| <input type="checkbox"/> Emotional/Behavior/Psychiatric disorders other than ADD/ADHD list: _____ | <input type="checkbox"/> Sickle cell trait (only) |
| <input type="checkbox"/> Encopresis, chronic | <input type="checkbox"/> Spina bifida (myelomeningocele) |
| <input type="checkbox"/> Endocrine metabolic conditions: not otherwise listed | <input type="checkbox"/> Substance abuse |
| <input type="checkbox"/> Fetal alcohol syndrome | <input type="checkbox"/> Traumatic brain injury and date of injury: _____ |
| | <input type="checkbox"/> Visually impaired (uncorrectable) |
| | <input type="checkbox"/> Other neurological conditions: _____ |
| | <input type="checkbox"/> Other neuromuscular conditions: _____ |
| | Mobility: _____ ambulatory or _____ non-ambulatory |
| | <input type="checkbox"/> Any other conditions: _____ |

Provide a detailed description of your child's health concern(s) and how it may affect your child's school performance:

Visit <http://healthservices.ccs.k12.nc.us/forms/> to obtain approved care plans to be completed by your physician for chronic illnesses such as asthma, epilepsy and diabetes.



Administration of Medication

Parents are required to submit the latest [CCS Physician's School Medication Form rev. 5/2018](#), to authorize the administration of prescribed and over-the-counter medication by school personnel. The medication must be in a pharmacy-labeled bottle, and accurately reflect the prescribed dose, administration time, route, and medication information as specified on the CCS Physician's School Medication Form. The pharmacy label and physician's medication form must match to be accepted by the school medication clerk. Medications must be checked in and out of school by the parents or guardians of the child. For further details, review the Cumberland County School Protocol for Administration of Medications.

All CCS medical forms are available at <https://nc50000603.schoolwires.net/Page/3645>.

Registration Requirements

Note: Kindergarten Registration can be completed in person or online. For online registration visit: <https://ccsncc.scriborder.com>

Age Requirements

To enroll in a public kindergarten program in North Carolina, a child must reach the age of 5 on or before August 31 of the enrollment year.

Verification of Address

Each parent must complete a verification of address form at the beginning of the school year or upon enrollment during the year. This form must be on file for each student. If a student has a change of address or phone number during the school year, the teacher and office should be notified. Please be sure to include emergency contacts so that we are always able to contact you if needed. All students must attend the school in the attendance area in which they live.

Exceptions include special assignment and School of Choice applications as approved by the Cumberland County Student Assignment Office.

CCS Confidential School Health Form

Completing the CCS Confidential School Health Form gives us valuable information to help manage the health needs of your child while at school.

Student Language Survey Card

A blue Language Survey card or a digital survey included in the online enrollment packet must be completed for all students enrolling in school.

Occupational Survey (Migrant Education Program)

The Occupational Survey is to be completed by all households to ensure that we may properly identify and support potential migratory children and youth in Cumberland County Schools. Students who have been identified through the Occupational Survey are eligible to receive services under Title 1, Part C of the ESEA in our state.

Things Parents Can Do to Help

Beginning school is a very exciting time for young children. The education of your child requires a great partnership between parents and educators. We need your support and assistance to provide your child with the best educational experience.

- ★ Start each day right. Ensure your child is well rested and nourished, arrives on time for school, and wears proper clothing for indoor and outdoor activities.
- ★ Find opportunities to begin separating from your child if he/she has never left your side. Your child could join a playgroup, spend the day alone with a relative, or play independently at a friend's house for a few hours. This helps reduce the stress some children experience when having to separate from their parents to attend a full-day kindergarten program.
- ★ Share your child's excitement! Visit the classroom, talk with your child about his/her school day, join the PTA or PTO, attend school meetings and programs, and attend parent conferences.

Skills to Begin Introducing at Home

We encourage you to begin preparing your child now by introducing some basic concepts over the summer:

- ★ Learn date of birth.
- ★ Identify the nine basic colors in objects around the house: red, blue, black, brown, green, orange, purple, yellow, and white.
- ★ Talk about shapes: circle, triangle, square, and rectangle.
- ★ Practice counting objects by putting them away one at a time during clean-up time.
- ★ Practice cutting out large pictures and gluing them onto paper.
- ★ Play "Simon Says" to work on listening skills and following directions.
- ★ Play "I Spy" with numbers, colors, letters, and words to build basic language.
- ★ Play games to practice sharing and taking turns.
- ★ Follow through when you give one or two directions.
- ★ Read to your child to stimulate his/her thinking skills to predict what will happen next in a story.
- ★ Recognize first and last name – If your child is eager to begin printing his/her name, please be sure to begin the name with a capital letter. The other letters in the name should be lowercase.
- ★ Draw a picture of himself/herself including head, body, arms, and legs.
- ★ Practice tying shoelaces.
- ★ Practice zipping, snapping and buttoning clothing.
- ★ Correctly hold a pencil, crayon, or marker.
- ★ Recite nursery rhymes.
- ★ Try to write, scribble, or draw to communicate ideas.
- ★ Read or pretend to read books.
- ★ Tell or retell stories.



Getting Ready for the Kindergarten School Year

School Meals

Nutritious meals are served in the school cafeteria daily. All kindergarten students will pay full price for meals until approved for free or reduced-price meals. An application must be completed and approved before a student is eligible to receive meals free of charge or at a reduced price. Free and reduced-price meal applications are available online at www.lunchapplication.com or at each school.

School meal prices will be updated on our website. If your child attends a school that is part of the CEP (Community Eligibility Provision) program, then breakfast and lunch will be provided at no charge. A list of schools enrolled in CEP is available on the Child Nutrition Services Website: cn.ccs.k12.nc.us.

Student cafeteria accounts are identified by the Student ID number. Parents may pay for student meals and a la carte items in advance by adding funds to the student's account. Prepayment can be made in the cafeteria or online at www.k12paymentcenter.com.

Transportation

Bus transportation is provided for all students living within the transportation zone for their assigned school. During the first few weeks of school, special emphasis will be placed on teaching bus safety to all students. Rules of behavior have been established to ensure your child's safety. The rules must be adhered to to retain the privilege of riding a bus. The following list of infractions (from the Cumberland County Code of Conduct) may result in the suspension of your child's bus-riding privileges:

- | | |
|--|--|
| ★ Bringing dangerous items aboard the bus | ★ Destruction of property |
| ★ Improper boarding/departure procedures | ★ Hanging out of the windows |
| ★ Failure to remain seated | ★ Throwing objects on the bus or out the windows |
| ★ Refusing to obey the driver | ★ Drinking/eating on the bus |
| ★ Rude, discourteous, and annoying conduct | ★ Using profane and indecent language |
| ★ Tampering with bus equipment | ★ Other behaviors relating to safety, well-being and respect of others |
| ★ Fighting/pushing/tripping | |

Kindergarten students must be met at the bus stop by a parent or parent designee. (Parent designee must be a middle school/high school student or other responsible adult). **If there is no parent/parent designee at the bus stop to receive the student, the driver must return the student to school at the conclusion of their route.** (Per CCS Regulation Code 6305-R2 Student Bus Stop Release Procedure.)

Parents are not allowed to board the bus at any time or delay the bus schedule in any way. Concerns about the bus should be shared with the administrative staff and not the bus driver.

Emergency Information

In the event of a serious accident or illness at school, parents will be called. If we are unable to reach you, the emergency numbers will be called. On the Verification of Address form, you should have listed two emergency phone numbers for people who would be responsible for your child if you could not be reached. Please be sure those individuals are aware that you have given their numbers as emergency contacts. If at any point during the school year the information should change, notify the school immediately so that records can be updated.

Visitor Safety Policy

To ensure the safety of our students and staff, visitors are required to sign in at the office and wear a “Visitor” badge. You may be asked to show a picture ID. This is a very important part of the school system’s Safe Schools Plan.

Volunteering

Volunteers are always needed and welcomed in various capacities throughout the school year. There are many opportunities to become involved at your child’s school. If you wish to become a volunteer, please register online at ccsvolunteers.com. Talk with your child’s teacher or the principal and let them know that you are available to help.

Parent/Teacher Conferences

Parents are encouraged to contact their child’s teacher before or after school to schedule a conference. Call the school to request an appointment with your child’s teacher.

Transferring to Another School

Students who move to another school in the system because of a promotion to a higher grade will be automatically registered in the assigned school in the attendance area.

Students transferring from another school system should take their immunization record, report card, and withdrawal slip from the previous school when enrolling at the new school. Students who relocate within Cumberland County after the first 30 days of enrollment may remain in the school in which they are enrolled until the end of the school year. In such instances, parents must provide transportation.

Report Cards/Progress Reports

Students receive four progress reports each year (one at the midpoint of each 9-week grading period) and four report cards (one at the end of each 9-week grading period). Please feel free to discuss your child’s progress with his/her teacher at any point during the school year.

Cumberland Family Academy

Cumberland Family Academy (CFA) provides FREE workshops and educational events for the families of Cumberland County Schools (CCS). As part of its strategic plan, CCS launched CFA during the 2020-21 school year. From research, we understand that students achieve more when families are involved in their education. The purpose of the CFA program is to provide families with tools to support the success of their children’s education and to bring schools, parents/guardians, families, and community organizations together as equal partners. For more information on CFA, visit www.familyacademy.ccs.k12.nc.us.

Parents’ Bill of Rights

The Cumberland County Board of Education highly values parental engagement and respects the rights of parents in the education and upbringing of their children. Following the recent approval of the Parents’ Bill of Rights by the North Carolina General Assembly, our district remains dedicated to nurturing strong partnerships with parents to promote student success. We firmly believe parents are indispensable in their children’s lives and education. Our commitment involves empowering parents by upholding their rights to guide their children’s education, access records, make medical decisions and engage with their academic progress.

North Carolina General Statute § 115C-76.25 outlines these rights, with many already addressed in existing Board Policy. The recently approved legislation consolidates all this information in one convenient location, promoting transparency and making it easily accessible for families. Any Board Policy updates concerning these rights will be added to this website.

<https://www.ccs.k12.nc.us/Page/9052>

Attendance

All students are expected to be in attendance every day throughout the 180-day school term.

Principals may excuse an absence for the following reasons:

- ★ Illness or injury
- ★ Quarantine
- ★ Death in the immediate family
- ★ Medical or dental appointments
- ★ Religious observances
- ★ Court or administrative proceedings
- ★ Educational opportunity (prior approval from the principal is required)



A written excuse is required from the parent each time a child is absent or tardy. A written note is also required should your child need to be dismissed early.

School attendance is important; however, for the welfare of others, please keep your child home if he/she has any of the following:

- ★ Fever or chills
- ★ Cough
- ★ Shortness of breath or difficulty breathing
- ★ Fatigue
- ★ Muscle or body aches
- ★ Headache
- ★ New loss of taste or smell
- ★ Sore throat
- ★ Congestion or runny nose
- ★ Nausea or vomiting
- ★ Diarrhea
- ★ Skin Rash
- ★ Inflamed Eye

Children who present with COVID-19 symptoms will adhere to exclusion guidelines provided by the State of North Carolina.



Special Programs Offered by Cumberland County Schools

Curriculum and Instruction - 678-2420

The Curriculum and Instruction office can provide information regarding school readiness, curriculum, instruction, and assessment.

Health Services- 678-2406

Contact the Health Services office to obtain specific information regarding health assessment and immunization requirements for school enrollment.

Student Assignment- 678-2616

For specific information regarding which school your child would attend, contact the Student Assignment Office.

Schools of Choice - 678-2616

The Cumberland County School System is committed to providing options for the families of Cumberland County. The CCS Choice Program provides an opportunity for students to apply to designated schools outside their assigned attendance area. Choice Program options include a variety of calendar and theme-emphasis schools. Calendar options include the traditional school calendar and year-round calendar choices. Information on choice programs is available by calling the Student Assignment Office or by accessing the website at www.ccs.k12.nc.us.

Multilingual Learner - 484-1176

Resources are available to assist students whose first language is not English. Contact the ESL Office for more information.

Early Childhood Programs

A variety of services are available to meet the needs of students prior to entering kindergarten.

- ★ Early Intervention (484-6761) Services are provided to eligible preschool children. Special education services are provided to qualifying three, four, and five-year-olds who are not eligible to attend kindergarten.
- ★ CCS Pre-Kindergarten (483-7370) Classes are provided for students who meet admission criteria and are four years old by August 31st of the school year. Registration is online at www.letsgetenrolled.com.
- ★ Cumberland County Partnership for Children (867-9700) This committed community partnering agency offers a focus on support for families with children birth through five years old.

Child Nutrition - 678-2502

For students who qualify, breakfast and lunch are provided daily either at no cost or at reduced prices. Applications for free and reduced-price meals may be submitted online at www.cn.ccs.k12.nc.us. Paper applications can be obtained at individual schools or through the Child Nutrition Office.

Prime Time - 678-2451

The Prime Time program provides comprehensive before-and-after-school care. Contact the Prime Time office for enrollment or additional information.

Child Care Solutions - 860-2277

Child Care Solutions is a childcare resource and referral service designed to offer assistance and develop activities to improve the quality, availability, and affordability of child care in Cumberland County.

Migrant Education Program -678-2454

This program works to properly identify and support potential migratory children and youth in Cumberland County Schools. If you have questions or need assistance, especially with completing the Occupational Survey, contact our district MEP contact and Title 1 Coordinator, Ann-Marie Palmer, at the number listed.