

Goals for Charlotte-Mecklenburg Schools

Specific results by the year 2001:

Academic Achievement

- 85% of third grade students will read at or above grade level.
- 75% of students will complete Geometry prior to the 11th grade.
- 33% of graduates will complete at least one Advanced Placement or International Baccalaureate course.
- Disparity based on race, gender and socio-economic status will be no greater than 10 percentage points on all academic measures.
- Average SAT scores will be equal to the national average.
- Graduation rate of exceptional students who earn a diploma will increase by 10%.

Safe and Orderly Environment

- 85% of respondents on a student survey will indicate they feel safe at school, believe students are well-behaved, and indicate they know the rules for appropriate behavior and consequences for any infractions.

Community Collaboration

- 85% of respondents on a family survey will indicate regular and frequent communication from the school and feel that they are free to express concerns or make suggestions.

Efficient and Effective Support Operations

- Deliver support services on time, on budget, with 100% accuracy and with quality at or above the expectation of the school-based customer.

Important Numbers

Charlotte-Mecklenburg School System

Parents can call these numbers for information about various programs

Academically Gifted/ Talent Development	343-6955
Athletics	343-6980
Child Nutrition, Reduced Lunch	343-6041
CMS Information Center	379-7010
Education Center (central offices)	379-7000
Exceptional Children	343-6960
Health Department (Meck. Co.)	336-5497
Magnet Schools	343-5030
Pupil Assignment	343-5335
Registering a Child for School	343-5335
Student Insurance	379-7220
Student Services	
After School	
Enrichment Program (ASEP)	343-5567
Alternative Schools	343-3768
AVID	379-7127
Community Involvement & Partnerships	379-7152
Discipline/Hearings/Exclusion	343-5330
Dropout Prevention	379-7204
Family & Community Relations .	379-7111
Family Services/Comer	379-7170
Guidance & Counseling	379-7427
Intervention/Prevention	379-7425
School Health Services	336-5496
Transportation	343-6715
 Superintendent	
Dr. Eric Smith	379-7135
 Regional Assistant Superintendents	
Elva Cooper	379-7410
John Fries	379-7004
Catherine Munn	379-7360
Beverly Moore	379-7411
Calvin Wallace	379-7351
Dennis Williams	379-7412

Members of the Charlotte-Mecklenburg Board of Education
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Arthur Griffin, Jr., Chairperson 5822 Rimerton Drive Charlotte, NC 28226 542-0764
John Lassiter, Vice-Chairperson 2632 Winding Oak Drive Charlotte, NC 28270 542-1426
Wilhelmenia Rembert, Member At-Large 7338 Santorini Lane Charlotte, NC 28277 543-5454
James Puckett, Member District 1 5801 Paper White Lane Charlotte, NC 28269 596-1145
Vilma Leake, Member District 2 1327 Beacon Ridge Rd. #1431 Charlotte, NC 28210 556-7877
George Dunlap, Member District 3 4728 Garvis Road Charlotte, NC 28269 597-5980
Louise Woods, Member District 4 1327 Cedarwood Lane Charlotte, NC 28212 536-0335
Molly Griffin, Member District 5 620 Cherokee Rd. Charlotte, NC 28207 376-5524
Lindalyn Kakadelis, Member District 6 10828 Copperfield Drive Pineville, NC 28134 543-6313

Parent & Family Involvement

The success of Charlotte-Mecklenburg Schools requires the commitment and involvement of parents. Parents establish the foundation for educational achievement when they show an interest in their child's education and establish high standards and expectations of performance for both their children and school personnel. Research clearly indicates that student performance is likely to improve if parents are meaningfully involved in their child's schooling.

The Charlotte-Mecklenburg Board of Education has made a strong commitment to expand and improve the opportunities for parent and family involvement in the schools.

CMS POLICY

Parent / Family Involvement

#1230

4/8/96

The Charlotte-Mecklenburg Board of Education believes that parent and family involvement must be aggressively pursued and supported by homes, schools / colleges / universities, communities, businesses, faith congregations, organizations and government entities by working together in a mutually collaborative effort.

As the nation focuses on educational excellence, the Board realizes that a child's education begins at birth. Parents and family members, as their primary teachers, play a vital role in the intellectual, social and emotional growth of their children. Thus, the Board will commit to seeing that each school establishes a comprehensive parent involvement program which includes parent education programs and activities that will assist parent / families in supporting classroom learning.

All parents / families and educators must make family involvement in education a priority; thus, the Board commits to providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement. The foundation for a successful home school partnership is effective communication which encourages the development of mutual support between home and school. Parents / families and educators must effectively communicate and join forces to make sure children are successful learners. Thus, the Board commits to the establishment of effective two-way communication between all parents / families and schools, respecting the diversity and differing needs of families.

A broad spectrum of families, school staff and community representatives must be significantly involved in school governance and decision making on the local school and systemwide level. Thus, the Board will commit to seeing that each school develops effective school planning / management teams.

Improved student achievement must be the equally shared responsibility and ultimate goal of parents, teachers, the school system as a whole and the community at large. Thus, the Board commits to seeing that each school has effective volunteer programs to address student needs and commits to utilizing schools to assist students and families in connecting with community resources.

The Board commits that it will impact student achievement significantly by improving the quality and quantity of parent / family involvement. Consequently, the Board will provide guidance, support and the necessary funding to enable parents to become active partners in education.

Volunteering at School

Charlotte-Mecklenburg Schools has a strong commitment to community and family involvement in the schools. The Department of Community Involvement and Partnerships is responsible for coordinating volunteer programs throughout CMS. A Coordinator of Volunteers works with individual schools to provide support and assistance in meeting their volunteer needs. Each school is encouraged to provide quality volunteer experiences that will mutually benefit students and volunteers. Information on volunteering can be obtained by calling the Community Involvement and Partnerships Department at 379-7152.

...At the Elementary School Level

Volunteers are an important part of every school. They play a vital role by assisting teachers and other staff members as well as providing individualized attention for students. At the elementary level, volunteers work with students as tutors, mentors, and lunch or reading buddies. They assist in the classrooms, media centers and offices as well as serve as resource speakers and class trip chaperones. Through the school organizations such as PTA / PTSA or PTO, volunteers provide input and support on school issues as well as coordinate extra-curricular functions and special projects throughout the year. Above all, parents should remember that they are their child's first and most important teacher and that many learning opportunities take place in the home as well as at school.

...At the Middle School Level

Middle schools offer wonderful opportunities for volunteer involvement. Although middle school students are more independent and peer oriented than elementary students, parents are still a vital part of the school experience, and their time and talent are very much needed. Volunteers can chaperone field trips, work on fundraising and beautification projects, and serve on Booster Clubs and PTA / PTSA or PTO Boards. Although the curriculum is more specific, tutors and mentors can provide meaningful individualized attention for students.

...At the High School Level

Involvement in high school provides very rewarding opportunities for volunteers. Even though students are mobile and involved in their own activities both within the school structure and outside, the attention of an interested adult can make a significant impact on the life of a high school student. Mentors provide role models for young adults at a critical stage in their development. Volunteers can support the students by working with Booster Clubs, PTA / PTSA or PTO, and other extra-curricular activities. Volunteers are always needed and welcomed in the high schools — especially in the fall to bring career and college information to students and in the spring to judge the Senior Exit Essay presentations.



The School Advisory Team / School Planning and Management Team and Other School Committees

One of the most valuable opportunities for parental involvement will be the School Advisory Team (SAT) or, in Comer Schools, the School Planning and Management Team (SPMT). Parents are selected by the school's parent body and are appointed to serve on the Team. The SAT / SPMT has an advisory role supporting the principal as the school's instructional leader and advises the principal in the areas of planning, management, communication and evaluation. Parents can find out more about the SAT / SPMT by contacting the PTA President, the principal or the Family & Community Relations Office at 379-7320.

In addition, each school will have a number of committees for parents to help advise and support the school's educational process. The PTA / PTSA or PTO will have a number of committees, and the principal may have committee positions for parents.

Parent-Teacher Conferences

A parent-teacher conference is an opportunity for a child's parent(s) / guardian and teacher to meet to discuss how the child can achieve the best possible education by meeting his or her individual needs. Conference time is set aside at the end of the first grading period for parents to meet with their child's teacher.

The two-way communication goes beyond the report card to bring out more facts and to create better understanding of the child's progress. The parents and teacher together form the ideal partnership to help the child.

Parents are encouraged to ask for a conference:

- When they want to share information about their child
- When they are concerned about their child's academic progress
- When there are family concerns that may affect the child's progress

Parents should make a list of points to ask, share or discuss with the teacher, such as:

- The child's hobbies, talents, study habits and any sensitive issues (i.e. weight, health concerns, physical defects, shyness, etc.) that can help the teacher know and understand the child
- An outline of materials to be covered in the subject area(s)
- Factors in grading the child's progress
- Planning how parents and the teacher can help the child become successful.

If your child is having difficulty and your school has contacted you about it, you should schedule a conference as soon as possible. Please do not wait until it is too late to address the concern. **A timely conference is the best way to assure the success of the student.**

After the conference, parents should talk with the child about the results and make follow-up contacts with the teacher. The school will also contact parents / guardians to schedule conferences.

Parent Concerns

Parents want the best for their children. So does the Charlotte-Mecklenburg School System. With that in mind, the school system encourages parents to call if they have concerns, suggestions or complaints. If a parent has a school-related complaint, they should seek resolution at the individual school by contacting:

- **First, the teacher**
- Second, the principal
- If the issue remains unresolved, then the Regional Assistant Superintendent assigned to the school

The Regional Assistant Superintendent can be reached by calling the Education Center at 379-7001. If an issue remains unresolved, and it has general application for the school's general mission, the parent may contact the chairperson of **the School Advisory Team/School Planning and Management Team**. These teams serves in an advisory role to the principal.

Access to Pupil Records

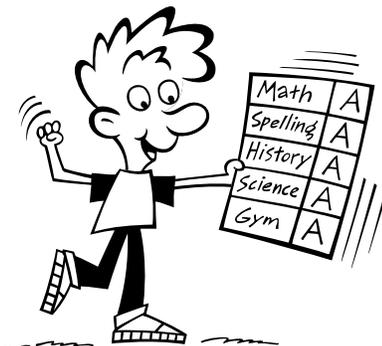
Parents/guardians or eligible students who wish to inspect and review the cumulative record folder will submit a request in writing to the principal of the student's school, according to Regulations #5115.2. The principal will schedule the review as early as possible after the date of the request, but in no case later than 45 days. The review will take place in the principal's office or at another designated place. A school official competent in interpreting student records will be present at the review. Copies of the records may be requested after the review.

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

Dial-A-Teacher

Dial-A-Teacher is a homework assistance line which operates Monday through Thursday, from 5-8 p.m., when school is in session. It is staffed by teachers who help students (or parents/guardians/tutors working with children) with questions about language arts, math, science and social studies.

The Dial-A-Teacher number is 375-6000.



CMS Grading Scale

A	93-100
B	85-92
C	77-84
D	70-76
F	Below 70, Failing

FEDERAL LAW

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

#5125.6a

8/87

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of student records. Under that law, parents of students or students if they are at least 18 years of age have both the right to inspect records kept by the school about the student and the right to correct inaccuracies in the records. Access to the records by persons other than the parents or the students is limited and generally requires prior consent by the parents of the student. Board policy and guidelines govern all of the rights of parents or the students under FERPA. Copies of this policy and these guidelines may be found in the superintendent's office and in the principal's office of each school within the system and may be obtained upon request.

The Charlotte-Mecklenburg Schools classify the following as directory information:

- Student's name
- Address
- Telephone listing
- Date and place of birth
- Participation in officially recognized activities and sports
- Weight and height of members of the athletic teams
- Dates of attendance
- Awards received
- School and grade level of current assignment
- Most recent previous school attended by the student

School officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this information without his / her consent must notify, in writing, the principal of the school where the records are kept within five days after the date of this notice. The objection must state what information the parent or student does not want to be classified as directory information. If no objection is received within five days, the information will be classified as directory information until the beginning of the next school year.

Complaints about failures of the Charlotte-Mecklenburg Schools to comply with the Family Educational Rights and Privacy Act may be made, in writing, to FERPA Office, Department of Health and Human Services, 600 Independence Avenue, S.W., Washington, D.C. 20201.

CMS-TV21

Charlotte-Mecklenburg Schools operates a 24-hour a day cable television channel. CMS-TV Cable Channel 21 offers a mix of interesting, educational programming, live broadcasts of meetings of the Charlotte-Mecklenburg Board of Education (usually the second Tuesday of the month, beginning at 6:00 p.m.), and a Bulletin Board. Check the Bulletin Board for information regarding school closings, special information about CMS or specific information about happenings at various schools.

CMS Information Center

The Charlotte-Mecklenburg Schools Information Center is a component of the Public Information Department and is located at the Education Center, 701 East Second Street, on the first floor. **The phone number is 379-7010.**

Information about schools, including programs and services, is available to parents, students, employees, local citizens, newcomers, agencies, other school systems and communities. The Information Center also receives calls about concerns or complaints and provides guidance in resolving problems through referrals to school system departments or agencies.

Incident Weather

The safety of all children is our first concern when deciding if schools must be closed or their opening delayed because of weather conditions.

Here are some important points to remember.

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

N Tune in to area radio and television stations and CMS-TV for the announcement or contact a neighbor who can listen for you. **DO NOT CALL** schools, the Education Center or the news media.

X Generally, all Charlotte-Mecklenburg Schools will be affected by the decision, not just schools in areas of the county where weather conditions are most severe.

U 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, local radio and television stations will make the announcement. **DO NOT CALL schools, the Education Center or the news media.** Working parents are advised to make arrangements for child care on days when schools must be dismissed early.

If school is canceled or dismissed early, all activities for students, including CMS after school activities and After School Enrichment Programs (ASEP), will be canceled.

Optional Student Costs

Insurance (all grade levels)

The voluntary student accident insurance program is a low-cost way for parents to defray medical expenses resulting from accidents to their children. For parents who have medical insurance, the student accident insurance can help cover the expense gaps that are left by insurance deductibles, limitations and exclusions. The policy can provide primary coverage for accidents to families who do not have other medical insurance. Students will receive brochures describing the student accident insurance plan.

	Basic Option	High Option
School Time Coverage	\$ 8	\$18
24-Hour Coverage	\$39	\$69



School Pictures

School pictures, picture books, picture yearbooks/yearbooks: (see regulations #5135)

Elementary Schools— Individual pictures and group pictures may be made during the school year. Purchase options offered in grades K-5 include soft cover picture books not to exceed a purchase price of \$8 plus tax; group pictures not to exceed a purchase price of \$7 plus tax; one item in a packet at no more than \$6 plus tax, with no maximum price limit for larger packages.

Middle Schools— Individual pictures may be made only twice a year. Group pictures 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 include one item in a packet at no more than \$6 plus tax and no maximum limit for the entire package. Picture books (yearbooks) are not to exceed a purchase prices of \$12.50 plus tax (see CMS regulations #6145.31).

High Schools— Individual pictures may be made only twice a year. Group pictures may be made as appropriate for inclusion in the yearbook. Purchase options offered in grades 9-12 include one item in a packet at no more than \$6 plus tax with no maximum limit per package.

Meal Prices



	Breakfast	Lunch	Milk
Elementary Students	\$1.00	\$1.50	\$.50
Secondary Students	\$1.00	\$1.65	\$.50
Adults	\$1.50	\$2.25	\$.50

Applications for free or reduced meals are available at each school.

Challenging Instructional Materials

#6161
8/87

The Charlotte-Mecklenburg School System strives to make available to all students appropriate instructional materials and resources selected in accordance with state law, Board policy and administrative regulations. Instructional materials provide varying degrees of difficulty and appeal to the different needs, interests and viewpoints of students and teachers.

Occasionally, parents may object to some materials despite the care that the school system takes in the selection process. Parents who object to a book from the system's supplementary reading list may request that a substitute selection be assigned to their child. Upon such a request, the teacher will assign a substitute selection.

In addition, parents who have objections to certain instructional materials and resources used by the school may observe the following process:

The complainant must file objections in writing by completing the form "Citizen's Request for Reconsideration of Instructional Materials and Library Media Center Resources." (*Copies are available at each school.*)

The challenge will be referred to the Media and Instructional Materials Advisory Committee. The committee includes the assistant principal and the media specialist as chairpersons, the principal, grade level or departmental representatives, and a parent. Students also are included on the committee when appropriate.

The committee will review the challenged material and the complainant's objections and will prepare a written report for the complainant within 20 working days after receipt of the completed form.

Special Note:

All Charlotte-Mecklenburg Schools Board of Education Policies that are reprinted as part of this handbook can be found in a policy notebook at any Charlotte-Mecklenburg school or the CMS Public Information Office.

These policies are established by the Charlotte-Mecklenburg Board of Education. Frequently they are accompanied by regulations that include specific instructions on how the policy should be implemented.

Americans With Disabilities Act — Title II

The Charlotte-Mecklenburg Board of Education does not discriminate against any person on the basis of disability in admission or access to the programs, services, or activities of the Charlotte-Mecklenburg Schools, in the treatment of individuals with disabilities, or in any aspect of operations. The school system does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the *Americans with Disabilities Act* (ADA) of 1990 and Section 504 of the *Rehabilitation Act* of 1973. Questions, concerns, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated compliance coordinators listed below.

For the ADA: Ms. Doris R. Hillegass
Charlotte-Mecklenburg Schools
701 East Second Street
P.O. Box 30035
Charlotte, NC 28230-0035
(704) 379-7107

For Section 504: Mr. Frank Gadsden
Charlotte-Mecklenburg Schools
Walton Plaza, Suite 404
700 East Stonewall Street
Charlotte, NC 28202-2716
(704) 343-6960

For ADA Matters Relating
to Employment: Ms. Ada White
Charlotte-Mecklenburg Schools
Employee Relations Department
701 East Second Street
P.O. Box 30035
Charlotte, NC 28230-0035
(704) 379-7240

Public Information TTY (704) 379-7388

All other TTY calls, use
Relay North Carolina: 800-735-2962/TTY
800-735-8262/V

This notice is available in alternative formats upon request.

Non-Discrimination Policy

With respect to the services provided to the Charlotte-Mecklenburg community, no person shall be discriminated against in any educational program, activity or other related service based on race, color, religion, gender, age, national origin or disability. Any employee who fails to comply with CMS policy regarding equal opportunity is subject to appropriate disciplinary action.

Exceptional Children

The Purpose of Programs for Exceptional Children

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

Exceptional Children are students who are unable to have all their educational needs met in a regular class without special education or related services. Classifications of Exceptional Children include those who are autistic, hearing impaired (deaf or hard-of-hearing), mentally handicapped (educable, trainable or severely-profoundly), multi-handicapped, orthopedically impaired, other health impaired, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured and visually impaired (blind or partially sighted). Exceptional Children programs and services are identified as both instructional programs and instructional support services, depending upon the educational needs of an individual student.

Content Sequence and Learning Outcomes

Curricula for most Exceptional Children follow the curricula for students in general education. Emphasis is placed on instruction in communication and language arts, social studies, healthful living, mathematics, science, and career and vocational education, depending upon the needs of the individual student. Attention is focused upon cognitive, affective, motor, and vocational development within the curricular areas. The Individual Education Plan (IEP) states in writing the special education programs and services to be provided to each Exceptional Children student.

Where to Get Assistance

If you have questions about the need for Exceptional Children services or if you have questions about the programs in your school, contact the Exceptional Children Support Teacher assigned to each school by calling the school directly. You may also contact the school and ask to speak with the Exceptional Children IEP Committee Chairperson. For additional information or assistance, please call the Exceptional Children Department at 343-6960, which is located on the fourth floor of Walton Plaza, 700 E. Stonewall Street, directly behind the Mecklenburg County Aquatic Center.



PARENTAL RIGHTS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute that prohibits discrimination and is designed to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (1) has (2) has a record of having or (3) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning.

It is the policy of the Charlotte-Mecklenburg Board of Education not to discriminate on the basis of disabilities in its educational programs, activities, or employment practices as required by the Act.

The regulations for implementing Section 504 provide parents and / or students the following rights:

1. You have a right to be informed of your rights under Section 504, which is the purpose of this notice.
2. Section 504 requires the school system to locate, evaluate, and determine if a student is a qualified individual requiring accommodations necessary to provide access to educational programs.
3. You have a right to receive notice in a reasonable time before CMS identifies, evaluates, or changes your child's placement.
4. You have a right to periodic re-evaluation and evaluation before significant change in placement.
5. You have the opportunity to review relevant educational records under the Family Educational Rights and Privacy Act. The requirements are described in the Board's policy manual on file at the Education Center.
6. You have a right to request an informal conference with the principal and the assistance team if you disagree with the decisions reached by the school regarding identification, evaluation, educational program or placement. If your concerns are not resolved, you may request a hearing before an impartial hearing officer by notifying the Board's Section 504 Director in writing at the address listed below. You have the right to be represented by your counsel in the impartial hearing process and to appeal the impartial hearing officer's decision. For more information contact: Frank Gadsden, 700 East Stonewall, Suite 404, Charlotte, NC 28202, 343-6960.

Talent Development Program

"Soaring with our strengths to solve academic and intellectual challenges."

The goal of the Talent Development Program is to support the development of rich content and opportunities for learners to reach levels of academic achievement consistent with their high intellectual abilities. Students should demonstrate mastery of a body of knowledge not previously mastered and new skills and competencies. Implementation of the Talent Development Program is a collaboration between regular education and specialists in gifted education. Regular education supports skill grouping in language arts and math for K-8 students. Ultimately, the Program supports CMS families and teachers in efforts to help high performing students realize their potential, enhance their personal understanding and prepare to lead productive, responsible lives.

In CMS, elementary students are identified as they demonstrate extraordinary problem-solving in the areas of language, math and spatial perception. When presented with an open-ended or challenging problem, extraordinary problem-solvers demonstrate creativity, critical thinking, and task commitment in order to reach a productive solution. Identified students have clear or extreme strengths that require differentiated curriculum and instruction in order to experience and to demonstrate significant academic and intellectual growth. In addition to language arts and math skill grouping, elementary curriculum enrichment designed for these students emerges from the standard course of study but extends beyond it. Each elementary school offers one of three programming options for their students:

- *Encounter Resource* offers direct instruction to small groups of students for a minimum of six hours per month in a pull-out class with a teacher trained in gifted education. Fast-paced, in-depth studies enhance complex thinking and creative problem-solving processes.
- *Catalyst Collaboration* builds on Encounter services by adding collaboration between classroom teachers and teachers trained in gifted education. Together, they develop curriculum, engage in professional development and co-teach.
- *Academic Magnet Centers* are the three elementary schools that offer full-time gifted classrooms for students in grades 3-5. Placement is available during the annual spring magnet school lottery. Students in these schools are automatically offered placement in the Middle Years International Baccalaureate Program.

Each middle school receives support for a full-time Talent Development *Catalyst* teacher who works with students and teachers to develop rigorous, accelerated, complex curriculum and appropriate instructional practices in math, language arts, science and social studies. High performing middle school students are evaluated annually for instructional placement in Accelerated or Scholars language arts and math courses. Students are grouped in classes or clusters for instruction.

At the high school level, students self-select their strand for interdisciplinary or discipline-specific Honors or Advanced Placement classes. In addition, some high school offer the full International Baccalaureate program in eleventh and twelfth grades as well as Pre-IB for ninth and tenth grades. These are available in three schools through the magnet enrollment process and in two schools to the assigned population.

If you have questions about the identification of gifted students or if you have questions about the program in your school, contact the school directly. They will put you in touch with the teacher or counselor who can address your concerns. For additional information or assistance, please contact the Elementary, Middle or High School Curriculum and Instruction Teams, located at Walton Plaza, 700 East Stonewall St.

The Charlotte-Mecklenburg Board of Education is committed to a world class school system with supports educational excellence regardless of race, gender, national origin, different abilities or religion. Equitable academic programs and services which respond to the needs of a diverse student population and which prepare all students for a changing workplace and pluralistic society are essential.

The Charlotte-Mecklenburg Board of Education defines multicultural education as that which recognizes, values and affirms diversity in a pluralistic environment. Education that is multicultural fosters:

1. acceptance and appreciation of diversity,
2. development of greater understanding of cultural patterns,
3. respect for people of all cultures,
4. development of positive, productive interaction among people and experiences of diverse cultural groups, and
5. understanding of historical, political and economic bases of current inequities.

Multicultural education is not a limited experience but a continuous process which embraces and accepts the interdependence of national and global groups. These include racial, ethnic, regional, religious and socio-economic groups, as well as men and women, young and old, and persons with different abilities.

Charlotte-Mecklenburg Schools will acknowledge and appreciate the value of diversity throughout the curriculum, instruction and staff development.

Did you know?

- For the past five years, the top 10% of Charlotte-Mecklenburg Schools seniors outscore the top 10% of seniors nationwide on the Scholastic Assessment Test (SAT)?
- Four of the state's 12 Schools of Excellence (based on the 1997 ABCs) were Charlotte-Mecklenburg schools?
- In 1997-98, over 525 students have been singled out for state, national or international awards (excluding team sports awards)? These awards include national writing, science and arts awards, as well as awards for such extra-curricular activities as chess, High-Q, and Odyssey of the Mind.



***We're Building Dreams in
Charlotte-Mecklenburg Schools!***

The Board of Education will authorize schools to implement programs in which students are required to wear uniforms at school during the regular school day. The wearing of school uniforms should allow students to focus on instructional objectives of the school, favorably impact student attitude, promote harmony among students and enhance the image of the school. The wearing of uniforms should 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.

If a school wishes to implement a program in which students are required to wear uniforms at school, the principal and staff will work with the School Advisory Team / PTA / School Planning and Management Team (Comer schools) in developing a local school plan. The plan must address the following:

1. Educational value of uniforms.
2. Type, cost and color of uniforms. Schools may choose blue, khaki, white or a combination thereof for their uniforms.
3. Provisions for an adequate number of uniforms for students. No student shall be denied uniforms based on inability to pay.
4. Involvement of parents in implementation of the plan
5. Enforcement of the plan, including consequences / procedures for failure to wear uniforms.

Parents will then be surveyed to determine if they are in favor of students wearing uniforms. If at least 70 percent of the parent surveys are returned and 80 percent of those are in favor of uniforms, the plan will be submitted to the Superintendent and the Board of Education for approval.

In schools where the wearing of uniforms by students is an expectation, not a requirement, the same procedures outlined above are to be followed.



Internet Acceptable Use

CMS POLICY

Internet Acceptable Use

#6160
3/26/96

Charlotte-Mecklenburg Schools offers an electronic Internet network, **CMSNet**, accessible by students, teachers and staff. The Internet, an electronic highway, connects thousands of computers, computer networks and individual subscribers around the world. CMS users will sign an Internet Acceptable Use Agreement prior to being given access to **CMSNet**. This agreement will define the educational objectives and guidelines for use as well as unacceptable uses which will lead to revocation of access and possible legal action.

CMS will install centralized software to control, monitor and filter inappropriate material. Students under age 18 must have written parental permission before being given access to **CMSNet**.

CMS Regulation #6160

I. Acceptable Use

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

- A. Violation copyright laws
- B. Forwarding personal communications without the author's prior consent
- C. Using threatening or obscene material
- D. Distributing material protected by trade secret
- E. Utilizing **CMSNET** for commercial purposes
- F. Providing political or campaign information
- G. Using offensive or harassing statements or language including disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs
- H. Sending or soliciting sexually oriented messages or images
- I. Operating a business for personal gain, sending chain letters, or soliciting money for any reason

II. Restriction

CMS will install WebTrack, a centralized software solution that provides Internet control, monitoring, and filtering. This software is the critical component of the Internet protection package since it allows valuable online Internet access while restricting access to specific unwanted categories including pornography, gambling, illegal drugs, online merchandising, hate speech, criminal skills, alternative journals, and games. The program will be updated on a regular basis.

III. Netiquette Rules

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

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

IV. Privileges

The use of **CMSNET** is a privilege, not a right. Inappropriate use will result in limitation or cancellation of user privileges and possible disciplinary actions.

V. Disclaimer

CMSNET will not be responsible for any damages suffered, including loss of data resulting from delays, nondeliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained via **CMSNET**.

VI. Security

Security on any computer system is a high priority, especially when the system involves many users. Attempts to tamper with the program, access the system as any other user, or to share a password will result in cancellation of user privileges. Electronic mail is not guaranteed to be private; system operators have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities, and disciplinary action will follow.

VII. Vandalism

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

VIII. Agreement

Students must sign the CMS Agreement Form #6160, located at the back of this handbook, prior to accessing **CMSNET**. Parent or guardian must sign the CMS Agreement Form #6160, prior to students under age 18 accessing **CMSNET**.

Other users must sign the CMS Agreement Form #6160.1, located in the Forms Notebook, prior to accessing **CMSNET**.

See back of this handbook for Internet Use agreement form.

Health & Physical Education

School Health Services

School nurses in the school system are employed by the Mecklenburg County Health Department and are present in each school one-to-two days per week. Nursing services include identification of health problems, referrals to community resources, consultation with parents and physicians about health problems, health teaching and counseling for students, consultation with administrators and staff regarding health-related activities at school such as health room procedures, medication administration and communicable disease control.

PARENTS ... 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 of health problems that the nurse needs to talk to parents about include diabetes, seizures, sickle cell disease, asthma, etc. The nurse will work to ensure that your child's special health care needs are met.

CMS Authorization of Medication For Students

Whenever possible, the parent or guardian should make arrangements so that medication can be administered at home. However, there are cases when a student's health could be compromised by not getting medication during school hours. If your physician decides it is necessary for your child to receive medication during the school day, the approval and specific directions must be provided to the school. It is recommended that the daily morning dose of medicine be given at home. If two (2) or more medications are prescribed for the same student, a separate authorization form must be completed for each medication. The medication brought to school must be in separate pharmacy-labeled containers as prescribed by the doctor. You may ask your pharmacy for a second properly labeled container. A physician's signature is required on the Authorization of Medication for Students form, which details the name of the drug, dosage, and hour the medication is to be given at school, as well as written parental permission. **New authorization forms must be obtained for each school year or anytime the dosage or direction changes. A separate authorization form is required for asthma medication/treatment or allergic reaction (i.e. bee stings). An authorization form must accompany over-the-counter medications.**

An AUTHORIZATION OF MEDICATION FOR STUDENTS FORM is included at the end of this handbook. Additional AUTHORIZATION OF MEDICATION FOR STUDENTS FORMS are available at your child's school.

Acquired Immune Deficiency Syndrome (HIV-AIDS) Education Program

The North Carolina Department of Public Education and North Carolina Statute 115C-81 (e1, k.) require public schools to provide age-appropriate instruction in the prevention of sexually transmitted diseases, including AIDS virus infection. During the school year, HIV-AIDS instruction will be provided to CMS students through the Family Living, Ethical Behavior and Human Sexuality lessons. For more information, call the Health Office at 343-6975.

Family Living, Ethical Behavior and Human Sexuality (FLEBHS)

Each school will provide parents with the opportunity to review curriculum and materials to be used in FLEBHS instruction. Before the unit is taught, parents will be provided with a “parent packet” that lists the lesson titles and homework assignments which involve parents. The parent packet for grade 5 and up contains a form to be used if a parent does not want his / her child to receive this unit of instruction.

Participation in Physical Education

Clothing

For safety reasons, certain indoor activities require tennis shoes (sneakers). These may be worn to school or left at school. If appropriate shoes are not possible, the student will be asked to participate in bare feet during specific indoor activities for which street shoes or socks would be hazardous. Just as clogs, boots, sandals and any hard shoes or high heels are not safe for play, neither are floor-length dresses or skirts. If such clothing is worn, an appropriate change of clothing should be available.

If a student is not appropriately dressed for physical education, participation may be limited if there are potential safety problems due to clothing or footwear.

Medical Information

For K-6 students, complete the physical education form on the back page of the handbook.

The school needs to be aware of any medical information about the students which may limit participation. Parents should inform the school if medical conditions exist that may interfere with their child’s participation in physical education activities. Students with exercise-induced asthma should take appropriate medicine **before** participation in activities requiring extended running.

Athletics

In addition to physical education, athletics are offered to students in 7-12 grade. Please see related information regarding involvement in athletics in the middle and high school sections of this handbook.



Registration of New Students & Immunization Requirements

Registration for New Students

To determine which school your child will attend, contact the **Pupil Assignment Office at 343-5335**. Families should visit the school as soon as possible to register a student. Students are assigned to schools based on parents' or guardians' home address.

According to North Carolina State Law, every student must present the following information by the time of school entrance:

K-4 REQUIREMENTS

- | | |
|-----------|---|
| 5DTP/DtaP | 5 doses of either vaccine are required (if 4th dose is on/ after fourth birthday, 5th dose is not required); |
| OPV/IPV | 4 doses are required (if 3rd dose is on/ after fourth birthday, 4th dose is not required) and at least 2 of the 4 doses must be OPV; |
| Hib | If a child is 5 or older Hib is not required. If child is younger than 5, 3 doses and a booster dose on/ after 1st birthday are required. One dose on/ after 15 months meets this requirement; |
| HepB | 3 doses are required for all children born on/ after 7-1-94; |
| MMR | <i>Measles</i> : 2 doses (separated by at least 30 days, with 1st dose on/ after 1st birthday) are required;
<i>Mumps/Rubella</i> : 1 dose of each (on/ after 1st birthday) completes requirement. |

KINDERGARTEN REQUIREMENT

- | | |
|----------------|---|
| Physical Exam: | Required; acceptable if done on or after 12 months prior to enrollment date. (<i>See Elementary pages for more information</i>) |
|----------------|---|

GRADES 5-12 ARE REQUIRED TO HAVE

- | | |
|----------|---|
| DTP/DtaP | (or Td if given after age 7) Last dose must be received on or after the 4th birthday (four doses acceptable is 4th dose was given on or after 4th birthday); |
| OPV/IPV | 4 doses are required; either 3rd or 4th dose must have been received on or after the 4th birthday (three doses acceptable if 3rd dose given on or after 4th birthday) |
| 1MMR | (or 1 each Measles, Mumps, Rubella) 1 dose given on or after the 1st birthday (if child entered K-1 before 7/1/94) |



School Attendance

There is strong evidence of a direct correlation between good attendance and school achievement. At the beginning of the school year, parents and students are notified by each school of its attendance policy.

Parents and guardians are responsible for seeing that their children attend school each day it is in session, according to the Charlotte-Mecklenburg Board of Education policy and the Compulsory Attendance Law (GS-115C-378). Under this law, a parent may be prosecuted in a criminal action if a student under the age of 16 has in excess of 10 unlawful absences. The maximum penalty provided by law upon conviction is 20 days imprisonment, a fine of \$200, or both, at the discretion of the judge. A notification letter is sent that legal action will be taken when a student has 10 unexcused absences. Parents can request a copy of Form 5123.21 from the school office which requests excused absence(s) for valid educational opportunities.

A student must be in attendance for at least **half of the school day** in order to be counted present for the **day**.

The following absences, which are school initiated and principal approved, are coded:

- S1. Field Trip (school initiated activity)
- S2. Late or early bus
- S3. Verified Interview — College Day (high school juniors and seniors)
- S4. Special Programs (community approved activity)
- S5. Explorers (secondary schools)
- S6. Religious Holiday (approved religious holidays)
- S7. Internship (includes pages - secondary schools)
- S8. Junior Achievement (secondary schools)

The absences listed below are considered excused once school personnel have received verification; and, are coded 1:

- Illness of student
- Death in the immediate family
- Quarantine
- Family emergencies
- Approved educational opportunity (Form 5123.21 or 5123.21A, available at school)
- Doctor's appointment
- Court or administrative proceedings

The absences listed below and all other absences not listed above are unexcused; and are coded 2:

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

Continued next page

School Attendance, Cont.

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

The school may notify parents about the child's absence, and the parents are also encouraged to call the school when the child is (or will be) absent. After 10 consecutive all-day unexcused absences, the teacher will report the absences to the attendance official / principal. The student will automatically be placed in the category of "violation." The principal and staff of each school will implement a plan for reporting class absences.

Students are expected to attend school regularly. Studies show that students who have a high rate of absenteeism do not perform well in class or on tests. Parents should stress to their child(ren) the importance of attending school regularly.

Tardies

The CMS expectation is that students will be at school on time. Students tardy for such reasons as oversleeping, missing the bus, or being transported late by private vehicle are not considered excused. In addition, students are expected to remain at school and be on time for the remainder of the day. Many high schools use the lock-out program that allows teachers to deal effectively with students who are tardy. Students who are tardy to class are refused admission to their regularly scheduled class and must go to a designated area to complete classwork or to do work assigned by the administration.

Tolerate No Truancy (TNT) Program

Truancy is one of the major problems confronting public schools throughout the country. Research shows that there is a high correlation between truancy and the school dropout rate. It is an expectation of Charlotte-Mecklenburg Schools that all students attend school regularly. To help with the truancy problem, the TNT (Tolerate No Truancy) program was established by local agencies and institutions along with Charlotte-Mecklenburg Schools. Through the program, local law enforcement agents are approaching suspected truants on the streets of Mecklenburg County and returning them to school. Parents are being contacted, and intervention methods for encouraging school attendance are being used.

By calling 331-4TNT (331-4868), parents and community members can report students who are not in school.



Transportation

The Charlotte-Mecklenburg School System operates 923 buses that travel about 88,000 miles each day. The system provides transportation for any student who is eligible and lives within the school's attendance zone. Over 57,000 students ride buses each day.

Parent or legal guardian's domicile (permanent residence) determines the child's school assignment. For questions about school assignment, contact the Pupil Assignment Office at 343-5335.

CMS POLICY

School Bus Routes

#3545.1

10/5/87

Buses should be routed so that they pass within one mile of the residence of each student who resides more than one-and-a-half miles from the school to which he / she is assigned. Routes will be established to insure a minimal time on the bus for each student.

Bus route schedules will be maintained so that buses will not arrive at school earlier than 30 minutes before the beginning of the school day. School buses will be routed on main or primary roads and will not deviate from a general path of direction for a distance of less than half a mile and then return to the original path except for groups of 20 or more students, unescorted students (single student) in K-3, or special education students; and

1. The side road is a state or city maintained road;
2. There is a safe place to turn around that is approved by the transportation department;
3. The road conditions permit a safe school bus operation.

School buses will not be routed into cul-de-sacs. Any exceptions (other than those related to special transportation for exceptional children's programs) must be approved by transportation in consultation with the Director of Safety.

School buses may be routed to serve designated students who reside within one-and-a-half miles of the school if the walking route has been declared hazardous. Transportation for students encountering hazardous walking conditions must be approved by the transportation department after consultation with the Safety Director.

Special routing of school buses will be arranged to provide appropriate transportation for exceptional children who because of their special handicap or condition cannot walk to school or to a school bus stop.

Bus routes for the purpose of transporting middle level students and senior high students who actively participate in after school activities may be established on a limited basis, but must not exceed the service provided by a regular school bus route.

SCHOOL BUS STOPS

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

School buses will come to a complete stop at each bus stop; if no student is in sight, the bus will continue on its route immediately. The school bus driver will report to the principal the name of any student who is frequently late in arriving at the bus stop.

Students should arrive at the bus stop at least 10 minutes prior to the scheduled pick-up time. To allow for uncontrollable incidents, such as traffic delays, students should wait for the bus at least 30 minutes after the scheduled pick-up time, before leaving the bus stop.

School Bus Safety and Conduct

To all parents of students riding school buses

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

DUTIES AND RESPONSIBILITIES OF STUDENTS ON BUSES

Conduct of students

- Obey the bus driver promptly concerning conduct on the bus.
- Observe classroom conduct, except for ordinary conversation, while getting on or off and while riding on the school bus.
- Distracting objects such as weapons, knives, chains, sticks, rocks, pets, etc. are not allowed on the school bus.
- Be at the place designated both morning and afternoon ready to board the bus prior to the time shown on the posted schedule. The driver is responsible for maintaining this schedule and cannot wait for tardy students. Tardiness by the driver should be reported to the school office by telephone.
- Help keep the bus clean, sanitary and orderly, and do not damage or abuse the cushions or other bus equipment. Students will be required to pay for damages. For the child's safety, eating is not permitted on the school bus.
- In case of emergency, ask the driver to stop the bus.
- Do not use drugs, alcohol, tobacco or profane language on the bus. Students are not permitted to use recording devices and radios on the buses.

Safety Rules

- Stay off the roadway while waiting for the bus.
- Wait until the bus has come to a complete stop before attempting to get on or off.
- Leave the bus only with the consent of the driver.
- Enter or leave the bus only by the front door except in case of emergency.
- Do not lean out of windows. Keep head and hands inside the bus.
- When crossing a street at a bus stop:
 1. Make sure the bus is stopped, the door is open and the stop signal is out.

2. Look both ways and do not run across the street.
3. Cross in front of the bus within sight and hearing of the driver.
4. On a signal from the driver or crossing guard, walk quickly and directly to board the bus.

UNDER GENERAL STATUTE 115C-245 THE PRINCIPAL MAY TAKE AWAY A STUDENT'S RIDING PRIVILEGE FOR:

- fighting, smoking, drinking, using or possessing drugs, using profanity or refusing to obey the driver;
- entering or leaving the bus without the permission of the driver;
- refusing to be seated or not allowing others to be seated;
- using the emergency exit when there is no emergency;
- not leaving the bus at the right time or place;
- delaying the bus schedule;
- distracting the bus driver; or
- participating in any inappropriate behavior while riding the bus.

Repeated violations will result in permanent removal of bus privileges.

UNDER GENERAL STATUTE 115C-399 THE PRINCIPAL MAY PROSECUTE A STUDENT FOR:

- willfully trespassing upon or damaging a school bus;
- entering a school bus or school activity bus after being forbidden to do so; or
- refusing to leave a bus upon request.

Unauthorized persons, including parents and guardians, are not permitted on busses without permission from the principal.

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

Student Behavior

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

All students and parents should read this handbook, sign a form stating that they understand the contents and return the form to school. If you have not received a copy of the *Student Rights and Responsibilities Handbook*, please call your school immediately.

In-School Suspension

In-school suspension (ISS) is a therapeutic, disciplinary measure used to establish and maintain an orderly school atmosphere which is conducive to learning. It is regarded as a severe measure to deal with exceptions rather than common misbehaviors.

Students are required to spend the designated number of hours/ days in the program, and absences from school will not reduce that time. Students will receive individual counseling and group counseling to help them understand the nature of their problems contributing to their behavior.

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 on test-taking skills, reading improvement and math remediation for students to complete.

Out-of-School Suspension

The Board of Education has established that an educational opportunity is the right of every student and that the school system will seek to provide an atmosphere conducive to the orderly pursuit of this right. Principals attempt to foster the learning process for every child through every reasonable means; however, there are occasions when principals must take extreme measures to deal with behaviors that are not acceptable at school.

Out-of-school suspension is a measure taken for the protection of the student and his/her peers and to help the student deal with his/her problems. Principals are required to follow certain steps before suspending a student which include investigating the situation, conferencing with the pupil's parents/ guardian and providing written notice of suspension. The number of days for suspension is determined by the principal.

For more information, be sure to read the Student Rights and Responsibilities Handbook.



Please complete each of these forms and return them to your student's school.

STUDENT BEHAVIOR GUIDELINES

(see pages 22-23)

I have read and discussed the Student Behavior Guidelines with:

NAME OF STUDENT _____

SIGNATURE OF PARENT/GUARDIAN _____

SCHOOL _____ DATE _____

CHARLOTTE-MECKLENBURG SCHOOLS BUS SAFETY AND CONDUCT

(see page 26-27)

#5131.10

8/87

STUDENT'S NAME _____
(LAST) (FIRST) (MIDDLE)

SCHOOL _____ BUS NUMBER _____

PARENT'S/GUARDIAN'S PHONE NUMBER _____ (HOME)
_____ (BUSINESS)

I HAVE READ THE DUTIES AND RESPONSIBILITIES OF STUDENTS RIDING THE BUS TO MY CHILD.

(SIGNATURE OF PARENT/GUARDIAN) (DATE)

PARTICIPATION IN PHYSICAL EDUCATION (K-6)

(see page 19-20)

STUDENT _____

TEACHER _____

SCHOOL _____

CHECK ONE:

1. _____ My child is able to participate in daily physical education.
2. _____ My child is NOT able to participate in daily physical education.

NOTE: If you checked number 2 above, please obtain a medical excuse form from your school for your physician to complete and return to your principal. Regardless of any number checked above, please list any medical history the school needs to know for the safety of your child.

(SIGNATURE OF PARENT/GUARDIAN) (DATE)

1998-99 Calendar

School Begins	August 17, 1998
LaborDay	September 7, 1998
TeacherWorkday	September 21, 1998
QuarterBreak	October 22-23, 1998
ElectionDay (Teacher Workday)	November 3, 1998
Veterans' Day (Teacher Workday)	November 11, 1998
TeacherWorkday	November 25, 1998
ThanksgivingBreak	November 26-27, 1998
WinterBreak	December 21, 1998-January 1, 1999
MartinLutherKingJr.Holiday	January 18, 1999
TeacherWorkday	January 19, 1999
TeacherWorkday	February 19, 1999
TeacherWorkday	March 22, 1999
SpringBreak	April 2-9, 1999
MemorialDay (Teacher Workday)	May 31, 1999
School Ends	June 4, 1999
Graduation	June 4, 1999

End dates for quarterly parent conferences are: October 30, January 27 and March 31

Report card schedule: October 30, January 27 and March 31 for all grades;
June 4 (elementary) and June 9 (secondary report cards are mailed).

Make-up Days: January 19, February 19, March 22, May 31, April 9, April 8

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The Charlotte-Mecklenburg School system does not discriminate against any person on the basis of sex, race, color, religion, age or disability in any of its educational or employment programs or activities.