



ELEMENTARY

SCHOOL HANDBOOK • 2011-12

Ashley • Bolton • Brunson • Caleb's Creek • Cash • Children's Center • Clemmons • Cook • Diggs-Latham • Downtown • Easton • Forest Park • Gibson • Griffith
Hall-Woodward • Ibrahim • Jefferson • Kernersville • Kimberley Park • Kimmel Farm • Konnoak • Lewisville • Meadowlark • Middle Fork • Mineral Springs • Moore
Morgan • North Hills • Old Richmond • Old Town • Petree • Piney Grove • Rural Hall • Sedge Garden • Sherwood Forest • South Fork • Southwest • Speas
The Special Children's School • Union Cross • Vienna • Walkertown • Ward • Whitaker

Welcome to Elementary School

The Winston-Salem/Forsyth County Schools' elementary program, prekindergarten through fifth grade, is committed to providing a quality education with opportunities for all students to develop intellectually, socially, physically and emotionally. A variety of teaching strategies and resources are used to maximize learning and address individual student needs. Students are provided a safe, nurturing environment built on respect and the celebration of cultural and individual differences.

Class Size and Staff Structure

Most elementary school classes have an average of 21 students in kindergarten through third grade, and 26 in grades 4 and 5. Kindergarten classes have a teacher assistant in addition to the regular teacher. Half-time primary reading teachers or teacher assistants work with regular teachers, usually in first and second grades.

All elementary schools also have a full-time curriculum coordinator or assistant principal-curriculum coordinator, a school counselor and a media coordinator. Schools also have special teachers for music, art and physical education. Because of their special programs, the Downtown School, the Special Children's School and the Children's Center for the Physically Handicapped use different staffing patterns.

Children stay with their classmates for most of the school day but may receive special services in other ways to meet their needs. Grouping is flexible throughout the day and year, with a variety of whole-group, small-group, and individual activities used as appropriate. The goal is to challenge each child to achieve at his or her highest level while learning to work with others in different settings.

Attendance

All children between the ages of 7 and 16 are required by the Compulsory Attendance Law to attend school. Five- and 6-year-olds also are required to attend unless their parents withdraw them. Students are expected to be at school every day, for the entire day, unless sick or otherwise excused.

If possible, arrange in advance for absences other than those for illness so that your child can make up work. The state allows excused absences for illness or injury; quarantine; death in the immediate family; medical or dental appointments; court or administrative proceedings; religious observations; and educational opportunities.

Students may not leave school early for private lessons or tutoring, unless the tutoring program is part of a student's Individual Education Plan.

If your child accumulates three unexcused absences, you will be notified by telephone or a note sent home with your child or mail. You also will be notified in writing if your child has been absent or tardy without an acceptable excuse for six days in a year. A school social worker also will be notified to find out why your child has been absent, and you may be prosecuted under the Compulsory Attendance Law if the absences or tardies cannot be justified. If your child is 5 years old or older and has 10 or more unexcused absences or tardies, you will be asked to talk to the principal, and legal action will be taken if the absences or tardies cannot be justified.

Instructional Leadership

Each elementary school has a principal and a leadership team. They are responsible for instructional leadership and the school's day-to-day management.

School curriculum coordinators work with teachers and parents to improve student performance. They help select instructional materials, conduct demonstration lessons and design programs to meet individual student needs. They also serve as testing coordinators and help teachers use test data to improve instruction.

A School Improvement Team of teachers, parents, administrators and community representatives sets goals to improve student achievement, plans programs, sets budgets and coordinates school activities. Parents are invited to get involved in their child's school activities.

Grading

Report cards are sent home after the end of each quarter to give you information about your child's academic progress, behavior and attendance. The envelope should be signed and returned.

Students in kindergarten through second grade receive numbers for grades, as follows:

- 4 = Exceeds grade-level expectations
- 3 = Meets grade-level expectations
- 2 = Making progress toward grade-level expectations
- 1 = Does not meet grade level expectations

Third- through fifth-graders receive letters for grades, as follows:

- A = Excellent progress
- B = Very good progress
- C = Satisfactory progress
- D = Slow progress
- F = Unsatisfactory progress

Promotion and Retention

The Winston-Salem/Forsyth County school system has local promotion standards for elementary students. For a complete copy of the policy, please see Policy and Administrative Regulation 5123 in the Student-Parent Handbook or visit wsfcs.k12.nc.us.

Special Circumstances

The promotion and retention policy provides testing alternatives for students who do not follow the N.C. Standard Course of Study because they have disabilities or limited proficiency in English.

School Safety

Keeping all children safe is a top concern of our schools. Safety depends on the cooperation of students, parents, staff and the community.

Each school has a team of teachers and other staff members that is responsible for developing a safety plan and identifying and reporting potential safety hazards.

Because most students ride school buses, all elementary children review bus safety rules at the beginning of the school year and are reminded of them throughout the year.



The Winston-Salem Police Department also offers SUPER KIDS, a program developed with our school system. Officers teach students in kindergarten, second and fifth grades about the dangers of substance abuse, violence and delinquency. Students learn how to recognize inappropriate behaviors, resist peer pressure, make positive decisions, take responsibility for their actions, care for others, and be physically and emotionally healthy.

Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Techniques used to help students develop self-discipline and respect for others include positive reinforcement, behavior-management programs, peer mediation and conflict-resolution training.

Each school has a code of conduct that is shared with students and parents each year and reviewed frequently. Many classrooms also post class rules and the consequences for improper behavior.

Classroom teachers work with students who violate school rules by talking with them, restricting their privileges and talking to their parents. Students who endanger or continue to disrupt the classroom may be temporarily assigned to a "time-out" in another classroom, assigned to in-school suspension, or suspended from school for a specified number of days. Corporal punishment (spanking) is not used in our schools.

Discipline is a shared responsibility of students, teachers, parents and the community. If you have questions about how your child is disciplined at school and how you can help support positive school behavior at home, talk to your child's teacher, guidance counselor, assistant principal or principal. The school system's basic discipline policy, Policy 5131, Student Rights, Responsibilities, and Conduct, is included in the Student-Parent Handbook. It also is available on the school system's website at wsfcs.k12.nc.us, where you can find all of the school system's policies.

School Calendars

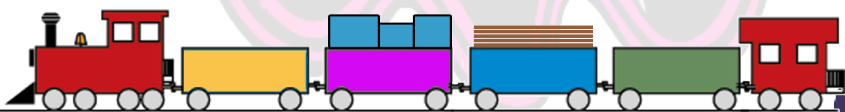
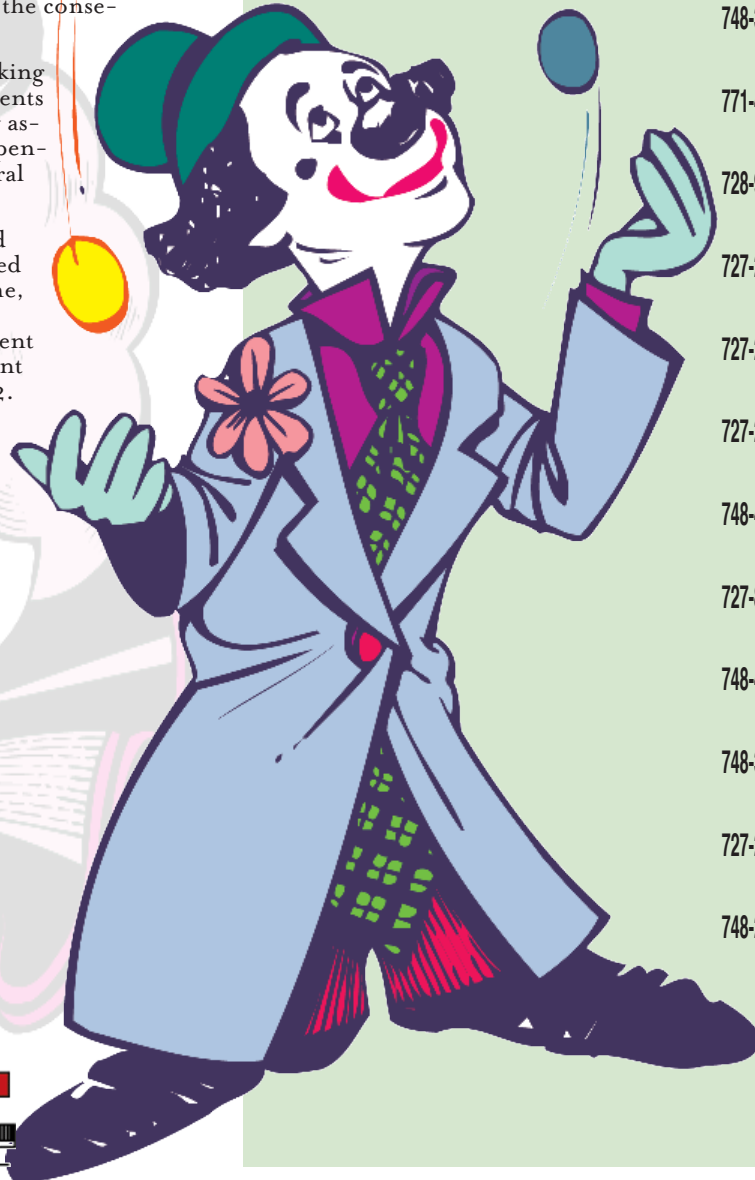
Winston-Salem/Forsyth County elementary schools operate on a unified calendar of 180 student days. The school year begins on Aug. 25 and is scheduled to end on June 7, barring any makeup days for bad weather.

Student days are grouped into quarters. The complete calendar can be found on the back of this handbook.

Frequently Called Numbers

If you have a question, please call your child's principal or the appropriate assistant superintendent or division director. If the number you need is not listed, please call 727-2816 to ask for help.

727-2127	Elementary Asst. Superintendent	Steve Oates
748-3426	Academically Gifted	TBA
771-4526	Child Nutrition	Velda Nelson
728-9222	Community Involvement	Rodessa Mitchell
727-2912	Counseling	Kenneth Simington
727-2083	Exceptional Children	Sam Dempsey
727-2696	Marketing & Communications	Theo Helm
748-4079	Human Resources	David Fairall
727-8080	Psychological Services	Corliss Thompson-Drew
748-4008	School Social Workers	Larry Sharpe
748-3302	Student Services	David Snapp
727-2210	Title I	Patsy Squire
748-2287	Transportation	Rhonda Fleming



Your Child Will Learn...

English Language Arts

Students in elementary school develop skills in listening and speaking, reading, writing, handwriting, spelling and grammar.

The elementary reading program uses a balanced literacy approach, in which a clearly defined scope and sequence of comprehension, vocabulary, phonics, decoding, writing, spelling, and grammar skills and strategies are taught. Students have opportunities for both discovery and systematic instruction that will enable them to construct, critically examine, and apply meaning as they develop into readers and writers.

Teachers select from a wide variety of materials, including fiction, nonfiction, poetry and drama. Children learn to read through practice and are encouraged to discuss what they have read with each other in small groups and with the whole class.

“Children as authors” is the focus of the writing program. Children learn to write fluently and with meaning. They develop the mechanics of capitalization, punctuation and spelling within their own writing.

Individual progress is measured in a variety of ways. Daily assessments occur through teacher observation and review of students’ work. Formal assessments include the K-2 Literacy Assessment and the reading comprehension component of the state’s end-of-grade tests for grades 3 through 5.

Mathematics

Problem solving and critical thinking are major emphases of the K-5 mathematics curriculum. Students study a variety of topics related to numbers, geometry and measurement. They use and construct tables, charts and graphs. Throughout the study of these topics, children have many opportunities to master basic number facts and apply computational skills to real-life situations.

The K-5 mathematics program is child-centered and activity-based. Children use concrete materials before abstract symbols are introduced. Teaching strategies focus on developing understanding and helping children see relationships. Children must be involved for the study of mathematics to be meaningful to them.

Science

The K-5 science program strives to develop curious minds by using hands-on activities and guided inquiry. Observing, measuring, recording, interpreting data, classifying, formulating hypotheses, and predicting are skills used to guide student inquiry. Guided inquiry uses gathered and analyzed data to evaluate scientific evidence to answer questions and make decisions.

Studying science involves many hands-on activities, comparing and measuring data, whole group discussions, small group discussions, meaningful field trips and outdoor experiences.

Social Studies

In social studies, students are introduced to important concepts and generalizations from history, geography and other social sciences through studies of children and their families, homes, schools, neighborhoods and communities. In the early years, children develop a foundation for the entire social studies program and a beginning sense of the effect that participating citizens can have on society.

Fourth grade introduces the first formal study of North Carolina, its ethnic diversity and rich culture, the economic energy of its people, and its geographical regions. Fifth grade presents the development of the United States from the Pre-Colonial period up to Reconstruction. Students examine the relationships between European explorers and American Indian groups. Fifth grade examines the political, economic and social aspects of life in the thirteen colonies and introduces students to the basic documents of the United States government along with the basic concepts of democracy. Students analyze major events in U.S. history from the founding of the nation through the Civil War and Reconstruction. The study of U.S. history continues in eighth grade.

The Arts

Music teachers and visual arts teachers serve all elementary schools so that every child has music and art instruction from an arts educator. Scheduling of these programs varies from school to school.

Singing, moving creatively, and playing simple instruments provide all students with opportunities to enjoy music and to build a foundation for the formal instruction in musical instruments and in choral singing that begins in sixth grade.

Visual art reinforces students’ creativity and offers opportunities for self-expression and problem solving. Students develop skills and understanding of aesthetics, art criticism, art history and production of art in various media.

Several schools offer special arts programs. Two elementary schools - Diggs-Latham and Mineral Springs - are districtwide arts magnet schools that offer classes in voice, visual art, band, orchestra, dance and drama. In addition, many schools are served by Arts Connection teams of dance and drama teachers who work with a school’s music, art, and regular classroom teachers to develop experience-based arts components in all curricular areas.

Healthful Living

A comprehensive Healthful Living education program, including Physical Education and Health, is offered to

students to help develop pro-active health behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. Objectives for Healthful Living in elementary school include:

For Physical Education:

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; and to be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits. Students will be able to demonstrate fundamental motor skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express enjoyment for movement experiences; participate successfully in lead-up games for sports; and participate in fitness assessments.

For Health:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially with regard to breakfast, snacks, balanced meal choices, food labels, and the relationship between nutrition and exercise with weight management; using seat belts and understanding other safety measures (fire safety, avoiding burns, poison awareness); the impact of substances, including tobacco and alcohol, on one’s body; be able to demonstrate ways to manage stress; be responsible for own behavior and respond appropriately to teasing, aggression, and bullying; resolve conflict; cooperate, share, and respect the rights of others.

According to our state’s Healthy Active Children’s Policy and our local policy, each elementary child shall receive 30 minutes of physical activity or physical education daily, either with their classroom teacher or a licensed physical educator. Please have your students wear safe shoes to school for participation.

Character Education

A state law was passed in 2001 requiring every local board of education to develop and implement character education with input from their communities. Character education has been a part of instruction in all classes at all grade levels in Forsyth County since 1996.

Students are encouraged to develop the traits of respect, responsibility, caring, courage, perseverance, integrity and self-discipline. School faculties and staff are focusing attention on these traits in all areas of the social environment and infusing them into the N.C. Standard Course of Study in all grades.

Character education helps students learn to work together in an atmosphere of respect for themselves, each other and the world in which they live. By practicing ethical behavior, children learn skills that will serve them as adults.

Technology

Students within our district are introduced to the latest technology and concepts incorporating 21st century-skills expectations. Every school has access to an array of technological resources, such as computers, white board and interactive tablets. Teachers also use software applications that enhance the curriculum. Through the use of technology, every student is given the opportunity to enhance his or her information, innovation and media skills.

Special Programs and Services School Counselors

Elementary schools have counselors who provide guidance and counseling to all students and may work with one student, a small group of students who have similar interests or needs, or a whole class. They also are available to talk with parents about a child's educational or emotional needs and can refer parents to additional services and specialists within the school system or community.

Social Workers

School social workers are a link between home, school and community. They focus on psychosocial and academic concerns by working with individual students and their families at school and at home. They provide mental health intervention and prevention services, address school attendance issues, including dropout prevention and recovery, and work to promote academic achievement. Social workers collaborate with health and human service providers and law enforcement to protect children, assist families in crisis, and prevent homelessness and violence. They can provide resource and referral information for organizations throughout the community.

To reach School Social Work Services, call 748-4007.

Home-School Coordinators

Some elementary schools have home-school coordinators, who serve as liaisons between home, school and community. They work to encourage the involvement of parents and cooperation between the home and school to meet the needs of students and their families.

School Psychologists

School psychologists have expertise in learning and mental health. They focus on the educational development of individual children, their skills and abilities, and the social and environmental factors that affect their learning and adjustment. School psychologists provide services in assessment, consultation, counseling, staff development and parent education.

Schools of Choice

Each elementary school offers a unique theme or focus for delivering the basic educational program. Every school teaches the basic curriculum that all children need to know, but in different ways and with different emphases.

Elementary schools are grouped in eight zones of four to six schools each. Parents can choose schools from among several that serve their zone. Transportation is provided to each school in your zone.

Parents can make their choices each year during the Schools of Choice period, which begins in late February.

Information about the schools in each zone and their themes is available on the school system's Web site or from the Student Assignment Office at 748-3302.

Magnet Schools

The school system offers seven districtwide magnet schools at the elementary level.

Ashley Elementary is certified to offer the International Baccalaureate Primary Years program, a rigorous course of study based on international standards. Students who enroll at Ashley can continue with the IB curriculum at Paisley Middle School and Parkland High School, where they can receive college credit for IB courses. Ashley also offers a Spanish/English dual immersion program.

Brunson Elementary uses science, technology, engineering and mathematics through the nationally known program, Engineering is Elementary. Brunson prepares students for the 21st century by challenging students to evaluate real-world problems and potential solutions through project-based lessons. Engineering is a natural fit for children, who engineer informally every time they build or take something apart to see how it works.

Diggs-Latham Elementary offers broad ranges of academic and arts enrichment activities. Students adopt partnerships with schools in other countries through global networking and by using their problem-solving and critical-thinking skills. Through the arts, students learn skills that help them and work creatively. The arts team provides direct instruction in theater, band, orchestra, piano, chorus, art and dance.

Konnoak Elementary's students study international languages, cultures and histories using sophisticated technology tools. A partial immersion program in Mandarin Chinese program is offered to students in kindergarten, giving them an opportunity to learn lifelong communication skills. Konnoak integrates technology in all subject areas in all grades.

Mineral Springs Elementary focuses on arts and technology. Teachers use child psychologist Joseph Renzulli's theories that a wider variety of talents should be identified and nurtured in children from all cultures and socioeconomic backgrounds.

School Entry Requirements

Children must be 5 years old on or before August 31, 2011, to enroll in kindergarten for 2011-12. This is a change from past years, when the cutoff date was October 16.

State law allows children who are 4 years old by April 16 to enroll in kindergarten if they are determined to be gifted and mature enough for school, according to state guidelines.

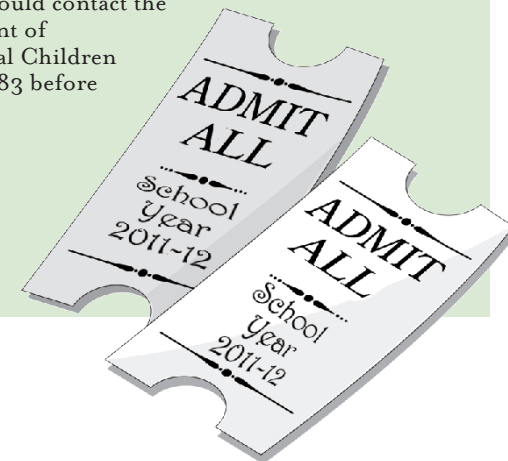
By state law, students must be in school from ages 7 to 16. Kindergarten is the entry grade for school.

Children who have been enrolled in an equivalent private kindergarten may enter school in the first grade if they are 6 on or before August 31, 2011. The principal decides a student's grade level.

To register your child for kindergarten, take his or her birth certificate, immunization records and proof of your address (lease, mortgage statement, gas bill, electric bill or water bill) to the school. You also will need to have your doctor or the health department complete a health assessment report, which you can get at the school.

State law requires children to have had four or five DPT shots (one after the fourth birthday), three or four oral polio vaccine doses (one after the fourth birthday), three Hib doses and a booster (if child is 5 or older, Hib is not required), three Hepatitis B doses, two measles (first dose on or after the first birthday), one mumps and one rubella, or be taking these shots on an approved schedule, before entering school. Doses for measles, mumps and rubella are usually given as MMR shots.

If your child is transferring into this school system from another school system, you will need proof of residence in Forsyth County, the child's last report card, and the checkout card from the former school. Students who have been receiving special education services should contact the Department of Exceptional Children at 727-2083 before enrolling.



Kindergarten

The kindergarten program is designed to build on the child's early experiences and to stimulate physical, social, emotional and intellectual growth. Children explore their environment and expand their ability to express their thoughts, feelings, and ideas in a variety of ways.

Language development includes shared reading with Big Books - structured language experiences that involve reading, writing, listening, viewing and speaking. Kindergarten children realize that print conveys meaning, and they try to read and write. They write their own names and use a mixture of drawings, letter strings and words in their writing. The children enjoy reading what they have written. Formal handwriting is not taught in kindergarten but is demonstrated by the teacher.

Students explore math concepts of numbers, geometry, patterns, measurements, estimation, graphing and problem solving through hands-on and center activities.

Science, social studies, music, art, physical fitness and health are taught by the regular teacher or by specialists. Students learn in large and small groups and through learning centers. Such centers provide opportunities for children to explore new ideas and activities and to interact with others.

Moore Magnet is the school system's oldest magnet school. It stresses multiple intelligences and learning styles, team teaching and an exploratory hands-on approach.

Transportation to Ashley, Brunson, Diggs-Latham, Konnoak, Mineral Springs and Moore is provided to students throughout the county through Express Stops.

The Downtown School does not have a regular attendance area. It serves students whose parents live or work in the downtown area. The school features small classes, experiential learning, extended-day programs and extensive use of community resources. Parents are expected to volunteer regularly. No transportation is provided to the Downtown School

If more students apply to a magnet school than the school has space, students will be selected by lottery.

Before- and After-School Care

Most elementary schools have before- or after-school care programs located at the school. Some are operated by the YMCA, YWCA, Imprints or AlphaBest, while others are run by individual schools. Other programs are offered at YMCA or YWCA buildings, churches and private day-care centers.

Students may be able to ride the school bus to programs in their attendance district or may be picked up at the school.

Most programs operate until 6 p.m. There is a fee, and scholarships are available for needy students. The office in each school can provide information on programs and how to enroll.

After-school programs in schools do not operate if school is closed early for bad weather. Many day-care providers also close if there is bad weather. Please watch Cable 2 or check wsfcs.k12.nc.us for closing information in the event of bad weather.

Pre-kindergarten Programs

The pre-kindergarten program is designed to foster the development of the whole child — social/emotional, physical, intellectual and language. Our goal is to establish a foundation for lifelong learning. All of our classrooms serve children with a variety of abilities. Everyone learns differently and our activities are structured so that each child develops at his or her own pace. By doing so, every child will experience success.

Pre-kindergarten classes are made up of children that are 3 and 4 years old, and those who are not 5 by August 31. Programs are offered at several sites to help children prepare for kindergarten.

Title I funding is used to collaborate with Family Services, Inc., Head Start and NCPK to provide a high quality program to qualifying children in our community.

The Downtown School offers pre-kindergarten classes for a fee. Ashley Elementary offers a grant-funded program. Classes

for those with special needs are offered through the school system's Exceptional Children's Services.

Title I Services

Elementary students in qualifying schools participate in the federally funded Title I program. Schools qualify for funds based on students' economic needs.

Title I programs generally offer a variety of services including additional teachers and support staff; extra time for instruction; a variety of teaching methods and materials; smaller classes; and additional training for school staff. Schoolwide programs serve all students in the school.

Parents are involved in planning the program. They are encouraged to be actively involved in their child's education by communicating with teachers on a regular basis, volunteering at the school, attending school meetings and participating in parent workshops.

English as a Second Language

Every student who enters Winston-Salem/Forsyth County Schools is administered a home language survey. If a student indicates that a language other than English is spoken in the home, the student must go to our Newcomer Center at the Downtown Marketplace, where the student's English language abilities are assessed utilizing the state-approved WAPT English language assessment. Upon completion of the WAPT assessment, a student may be identified as Limited English Proficient (LEP) and given the option to attend an ESL (English as a Second Language) school site.

The English as a Second Language (ESL) program serves students whose first language is not English and who have difficulty speaking, reading, comprehending and writing English. The goal of the program is to help students attain a high level of English proficiency as soon as possible. LEP students will take the ACCESS assessment annually to measure improvement in English language ability. Students are eligible to remain in the program until their English ACCESS scores indicate they are proficient in English. LEP students are assigned to regular classes but also receive daily instruction in English as a Second Language from a highly qualified ESL teacher.

The elementary ESL sites are Ashley, Bolton, Brunson, Easton, Forest Park, Gibson, Griffith, Hall-Woodward, Ibrahim, Jefferson, Kernersville, Kimberley Park, Kimmel Farm, Konnoak, Diggs-Latham, Middle Fork, Mineral Springs, North Hills, Old Richmond, Old Town, Petree, Sedge Garden, South Fork, Speas, Southwest, Union Cross, Walkertown and Ward elementary schools. Transportation is provided to each site.

Students are eligible to remain in the program until their English ACCESS scores indicate they are proficient in English.

Exceptional Children

Each school provides a range of services for students who are identified as needing special education. Many children with special needs are served in a regular class for all or part of the day. Special education teachers may consult with the regular teacher, work with the child individually or in a special class for part of each day or several times a week, or be the child's main teacher for most of the day. Service depends on the child's needs as defined in the individual educational plan.

Most services can be provided in the regular school, but students who need more frequent or intensive services may be assigned to another school where those needs can be met. Transportation is provided. If eligible services are provided, the school system may bill Medicaid.

Academically/Intellectually Gifted

Academically/Intellectually Gifted students are formally identified during the second grade or later through scores on standardized tests. Elementary schools provide AG students with special classes in math and English/Language Arts for part of each day in third through fifth grades. Students in kindergarten through second grade may receive consultative services, if needed. An all-day program for highly academically gifted students is offered at Brunson Elementary School.

Parent Involvement

Children do better in school if their parents are involved. There are many things you can do:

- Visit the school. Elementary open houses will be held from 5:30 p.m.-7:30 p.m. on Tuesday, Aug. 23. If you would like to visit on a regular school day, please call and make an appointment at a time convenient to both you and school staff.
- Read the notes and newsletters that come home with your child.
- Ask questions. The teacher, guidance counselor, principal and assistant principal can explain discipline policies, students' choices, grades and other things.
- Call your child's teacher for a conference if you have a concern.
- Notify the school if your telephone number or address changes. Schools use a computerized attendance check that calls parents at home in the evening if a student has been absent. If the school does not have your correct number, you will not get

the information.

- Notify the school if your marital or parental status changes. The school needs to know which parent has custody of your child.
- Read school-system publications that are sent home.
- Watch Cable 2, the Education Station, on Time Warner Cable channel 2.
 - Check wsfcs.k12.nc.us for breaking news and other information.
- Join the PTA.
- Volunteer.



Elementary Bell Schedules for 2011-12

Zone 1		Zone 2		Zone 3	
Forest Park	8:05 a.m. - 3:05 p.m.	Kernersville	7:55 a.m. - 2:25 p.m.	Walkertown	7:55 a.m. - 2:25 p.m.
Union Cross	8:10 a.m. - 2:40 p.m.	Cash	8:10 a.m. - 2:40 p.m.	Middle Fork	7:55 a.m. - 2:25 p.m.
Sedge Garden	8:20 a.m. - 2:50 p.m.	Piney Grove	8:20 a.m. - 2:50 p.m.	Ashley	8:20 a.m. - 2:50 p.m.
Hall-Woodward	8:45 a.m. - 3:15 p.m.	Petree	8:45 a.m. - 3:15 p.m.	Ibrahim	8:20 a.m. - 2:50 p.m.
Caleb's Creek	8:45 a.m. - 3:15 p.m.			Mineral Springs	8:20 a.m. - 3:05 p.m.
Zone 4		Zone 5		Zone 6	
Old Town	7:55 a.m. - 2:25 p.m.	Jefferson	7:55 a.m. - 2:25 p.m.	Cook	7:55 a.m. - 2:25 p.m.
Rural Hall	7:55 a.m. - 2:25 p.m.	Speas	7:55 a.m. - 2:25 p.m.	Whitaker	7:55 a.m. - 2:25 p.m.
Gibson	8:20 a.m. - 2:50 p.m.	Kimberley Park	7:55 a.m. - 2:25 p.m.	Meadowlark	8:20 a.m. - 2:50 p.m.
North Hills	8:20 a.m. - 2:50 p.m.	Vienna	8:20 a.m. - 2:50 p.m.	Brunson	8:20 a.m. - 2:50 p.m.
Old Richmond	8:45 a.m. - 3:15 p.m.	Sherwood Forest	8:20 a.m. - 2:50 p.m.	South Fork	8:20 a.m. - 2:50 p.m.
Zone 7		Zone 8			
Lewisville	7:55 a.m. - 2:25 p.m.	Clemmons	7:55 a.m. - 2:25 p.m.		
Morgan	7:55 a.m. - 2:25 p.m.	Easton	7:55 a.m. - 2:25 p.m.		
Southwest	8:10 a.m. - 2:40 p.m.	Griffith	8:20 a.m. - 2:50 p.m.		
Diggs-Latham	8:20 a.m. - 2:50 p.m.	Kimmel Farm	8:20 a.m. - 2:50 p.m.		
Moore	8:45 a.m. - 3:15 p.m.	<i>Konnoak</i>	<i>8:20 a.m. - 2:50 p.m.</i>		
Bolton	8:45 a.m. - 3:15 p.m.	Ward	8:45 a.m. - 3:15 p.m.		
Children's Center	7:55 a.m. - 2:25 p.m.				
Downtown School	8:45 a.m. - 3:15 p.m.				
Special Children's School	8:45 a.m. - 3:25 p.m.				



**Schools in italics indicate new start times for 2011-12.*

REMEMBER: The school system has a special telephone number for parents who have questions about bus stops or other transportation issues: **748-2287.**