



**Student-Parent
Handbook
2023-2024**

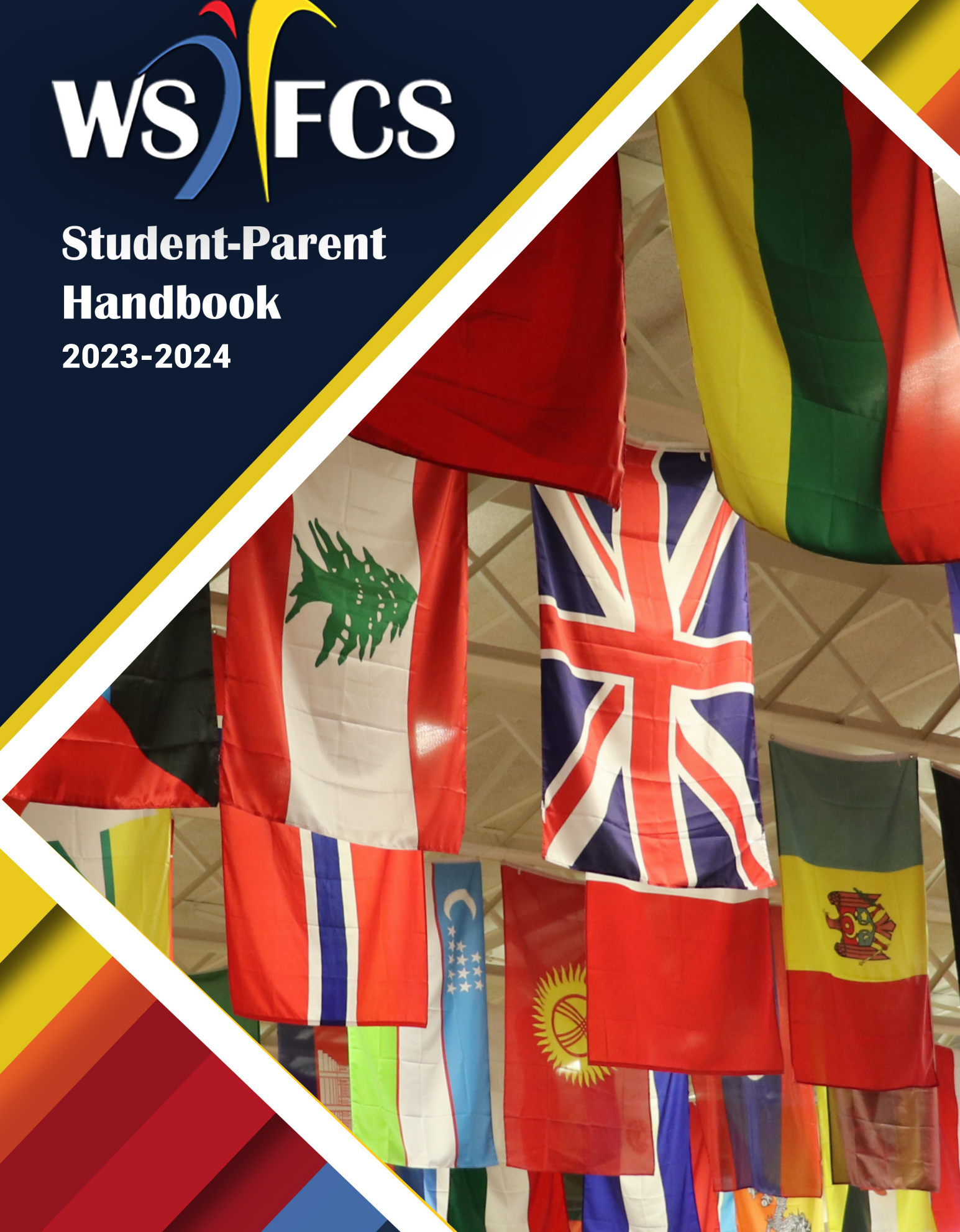


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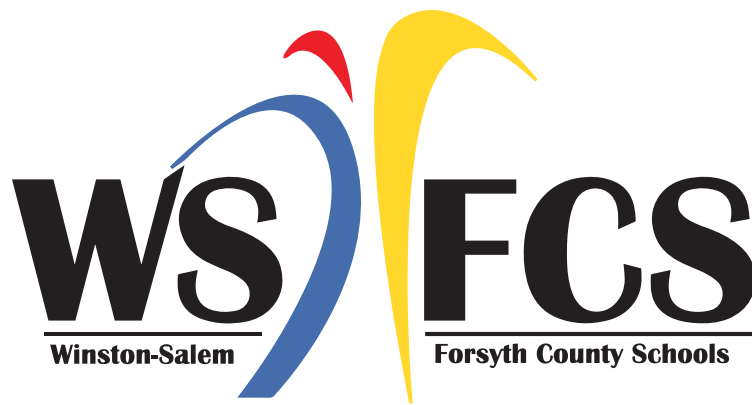
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Last updated August 14, 2023



2020-2025 Strategic Plan Goals

- **Student Achievement:** WS/FCS will raise student achievement, close achievement gaps, and enable all students to take ownership of their learning.
- **Equity and Access:** WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students.
- **Community Engagement:** WS/FCS will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies, and advocacy groups in order to engage families and community stakeholders in the entire educational process for all students.
- **Human Resources Development:** WS/FCS will recruit and retain a highly effective and diverse workforce that supports district goals to ensure excellence for all.
- **Climate and Safety:** WS/FCS will foster an inclusive climate that values the safety and well-being of all students, faculty and staff and foster an environment that creates a sense of belonging.

Our Core Values

- **Student-Centered:** We focus on the needs of every child.
- **Accountability:** We take responsibility for and reflect on our impact on student outcomes.
- **Collaboration:** We work together to support each other's efforts to meet every student's needs.
- **Equity:** We honor diversity by addressing barriers to success for every student.
- **High Expectations:** We challenge ourselves to inspire every student's pursuit of greatness.
- **Integrity:** We align our actions, beliefs and values to support every student.

Our Mission

The Winston-Salem/Forsyth County School System provides all students with educational opportunities that ensure they become responsible, productive, global citizens.

Our Vision

The Winston-Salem/Forsyth County School System fosters educational excellence as all students prepare to become successful citizens.

Our Priorities

- Provide all schools and departments the differentiated support they need to reach the full potential of the Continuous Improvement Process to maximize student outcomes
- Train and support individuals to be strong leaders and hold them accountable for achieving district goals
- Equip staff to support struggling students
- Intentionally engage our parent and community partners in understanding, supporting, and advocating for our district goals in service of students.



Student Assignment

Student Assignment Winston-Salem/Forsyth County Schools operates a “controlled choice” assignment plan. Students are assigned to schools based on where their parents or guardians live, but students in elementary and middle school can choose from among the schools in their zones.

If parents are divorced or legally separated, the child is assigned to the school based on where the parent who has primary custody lives. Proof of address (a deed, lease, or utility bill) is required for enrollment. For the residential school and zone of any address in Forsyth County, call the Student Assignment Office at (336) 748-3302, visit the school system’s website, wsfcs.k12.nc.us, or Student Assignment’s website, wsfcs.k12.nc.us/choice.

New residents are guaranteed enrollment in their residential school, but those in elementary or middle school may request to enroll in a school within their zone as long as space is available. Parents who want to choose a school for their child other than their residential school may do so during the School of Choice period.

The period is announced at schools and on the school system’s website, wsfcs.k12.nc.us. Information about the choice period is sent home with the child. Once an assignment is made, it continues for a minimum of one school year unless there is a change in the student’s residence, a medical need or a unique extenuating circumstance necessitating a transfer. After a student has been assigned to a school, he or she may stay there for the remaining grades.

Choosing a School

The school system offers an array of options for students – countywide magnet schools, special schools serving students with disabilities and alternative schools that offer environments different from the typical classroom setting.

ELEMENTARY AND MIDDLE SCHOOLS

Elementary and middle school students may attend their residential school, apply to a magnet school, select another school within their zone during the choice period or apply for a transfer to schools outside the attendance zone. Students can apply to magnet schools during the designated choice/magnet period.

The beginning and end time for magnet, in-zone choice, and out of zone choice can be found on the timeline posted at wsfcs.k12.nc.us/choice. Magnet schools offer specialized courses of study and draw students from around the county. More information about magnet schools can be found on page 6.

The choice period usually is held in early winter, and choice of any school other than your residential school is subject to space available. Siblings are assigned to the same school if the parents request it. Transportation is provided to any school within a student’s zone if he or she lives more than 1.5 miles from the assigned school. After the choice period, elementary and middle school students may request an out-of-

zone transfer to a school in another zone for the next school year.

Students will be granted out-of-zone transfers to schools with available space until a school is filled to its capacity. Transportation is not provided to schools in another attendance zone. Parents also can request a special transfer for a good and substantial cause.

Starting August 1st, a request for a special transfer may be made if there is a significant change in the Students or family’s circumstance. Special transfers are available through the end of the third quarter with the exception of the first few weeks of school.

Requests for special transfers must be submitted in writing to the Office of Student Assignment on forms provided by the school district. We will monitor the requests to ensure fairness and equity. If a student has been the victim of a violent criminal offense while in or on the grounds of his current school, the student will be guaranteed a transfer to a school within his or her zone immediately. For more information, see Policy 5117.

HIGH SCHOOLS

High school students are assigned to their residential school. They may request a choice transfer once each school year during the transfer period, which is usually held in ‘early winter’ (not spring). Approved transfers are valid for the remaining grades at the assigned school. Students may continue in the school of the former residence if the family moves.

Transportation is not provided to any schools other than residential or magnet schools. Students can also request a special transfer at any point during the school year. Starting on August 1, a request for a special transfer may be made if there is a significant change in the student’s or family’s circumstances. These are made on a form provided by the school system to the Student Assignment Office, who will monitor them to ensure fairness and equity.

If a student has been the victim of a violent criminal offense while in or on the grounds of his current school, a student will be guaranteed a transfer to another school with space. For more information, see Policy 5117.

STUDENTS WITH DISABILITIES

In general, parents of students who have disabilities may participate in school choice. However, students who are placed in low-incidence or self-contained programs to meet their special needs may be limited to the schools where the programs are provided.

To the extent practical, the school system provides a range of special education programs and services in each attendance zone. A student who has a medical need, physical illness, handicap or disability may be assigned to a school in order to provide a reasonable accommodation for his or her need. The student’s physician must provide a verified statement describing the medical need, handicap, or disability and the medical advantages expected if the transfer is granted.

Changes of Residence

Students whose families have contracted to purchase, build or lease a home and who will move in by Nov. 1 can be assigned at the beginning of the school year to the school serving the new home.

Students who move out of the county during the school year may remain at the same school for the remainder of the school year. Transportation is not provided. They also must pay \$1,975 in tuition each year once they live outside of Forsyth County.

Students who move out of their attendance zone, but still reside in Forsyth County, may continue to attend their current school for the grade span of the school. Transportation is not provided.

Athletic eligibility. A student who transfers from one school to another within Forsyth County will be ineligible for interscholastic athletics at the new school for 365 days, unless the student transfers during the choice period or has moved to a new domicile. Those who move will be ineligible for athletics only for the remainder of the sports season during which they transferred. If a student believes that this will create an undue hardship, they may request a waiver under Administrative Regulation 6145.2, which is on page 39 of this handbook.

Homeless children. The school system provides a free, appropriate public education to any homeless child living within Forsyth County. The school system is committed to creating a climate of acceptance for homeless students and their families. Students can continue their education in their school of origin if their family becomes homeless between academic years or during an academic year. If students find permanent housing during an academic year, the school system will allow them to attend their school of origin for the rest of the academic year. In addition, a homeless student can enroll in any school that serves the attendance area in which he or she lives. – Policy 5117

Reporting Child Abuse, Neglect and Dependency

North Carolina's reporting law applies to every person and every institution in the state. School personnel are required by North Carolina Law to report SUSPECTED incidents of abuse, neglect and dependency (G S 7B-101). Anyone who reports is immune from any civil or criminal liability provided that the person is acting in good faith. The number for Forsyth County Child Protective Services is 336-702-2287.

As of Dec. 1, 2019, per NC Senate Bill 199/SL 2019-245, persons 18 years of age or older are required to notify law enforcement in the jurisdiction in which the child resides, in addition to Child Protective Services, if you know or should have reasonably known that a juvenile has been the victim of a violent offense, sexual offense, or misdemeanor child abuse as defined by criminal law. The new law does not require a report to law enforcement for reports of neglect, emotional abuse, or dependency.

School Social Workers are equipped to train school personnel on processes and procedures pertaining to child abuse, neglect and dependency. They cannot make reports for you, but they can provide consultation if needed. After a report is made, the Forsyth County Department of Social Services will determine whether an investigation is warranted. If the report is accepted for investigation it is the responsibility of the Forsyth County Department of Social Services to work with the family to ameliorate the conditions that promoted the report.

Starting the Day

Every school provides the opportunity for students to recite the Pledge of Allegiance every day.

School Zones

All schools emphasize basic academic skills, provide instruction in computer technology, teach individual responsibility, stress character and self-discipline as keys to success, and encourage parents to become a positive part of their child's education. All schools are subject to North Carolina's accountability guidelines.

Elementary zones with six schools and middle zones with four schools are divided into blue (b) and green (g) sections for assignment purposes.

Elementary School Zones

ZONE 1

- Caleb's Creek (g)
- Forest Park (b)
- Hall-Woodward (b)
- Sedge Garden (g)
- Smith Farm (b)
- Union Cross (g)

ZONE 2

- Cash
- Kernersville
- Petree
- Piney Grove

ZONE 3

- Ashley
- Ibrahim
- Mineral Springs
- Walkertown

ZONE 4

- Gibson
- North Hills
- Old Richmond
- Old Town
- Rural Hall

ZONE 5

- Jefferson
- Kimberley Park
- Sherwood Forest
- Speas
- Vienna

ZONE 6

- Brunson
- Cook
- Meadowlark
- South Fork
- Whitaker

ZONE 7

- Bolton (g)
- Diggs-Latham (g)
- Lewisville (b)
- Moore (g)
- Morgan (b)
- Southwest (b)

ZONE 8

- Clemmons (b)
- Easton (g)
- Griffith (g)
- Kimmel Farm (b)
- Konnoak (g)
- Ward (b)

Middle School Zones

EAST ZONE

- East Forsyth Middle School
- Kernersville Middle School
- Winston-Salem Preparatory Academy

MIDWEST ZONE

- Jefferson Middle School
- Paisley Magnet School
- Wiley Magnet School

NORTHEAST ZONE

- Mineral Springs Middle School
- Walkertown Middle School
- Winston-Salem Preparatory Academy

NORTHWEST ZONE

- Mineral Springs Middle School
- Lewisville Middle School
- Northwest Middle School

SOUTHEAST ZONE

- East Forsyth Middle School
- Hanes Magnet School
- Southeast Middle School

SOUTHWEST ZONE

- Clemmons Middle School (b)
- Flat Rock Middle School (g)
- Meadowlark Middle School (b)
- Philo-Hill Middle School (g)

Magnet School Theme and Pathways

Magnet Pathways (K-12) : Students admitted to a magnet elementary school will have a preference for admission to the magnet middle and High school paired with its theme.

VISUAL & PERFORMING ARTS PATHWAY

Arts Opportunities include orchestra, band visual arts, dance, choral music and drama. Some arts magnet schools offer additional courses such as film making, photography, piano, guitar, animation, and gymnastics. Visual and Performing Arts.

Magnet Preference: Students who attended Mineral Springs Elementary are granted a preference for an assignment to Mineral Springs Middle. Students who attended Mineral Springs Middle are granted a preference for an assignment to Reynolds High.

Students who attended Diggs-Latham Elementary are granted a preference for an assignment to Philo-Hill Middle STEAM Academy. Students who attended Philo-Hill Middle STEAM Academy are granted a preference for an assignment to Reynolds High for Visual and Performing Arts or Atkins High for STEM.

Visual & Performing Arts Pathway Schools:

- Diggs-Latham Elementary
- Mineral Springs Elementary
- Mineral Springs Middle
- R. J. Reynolds Magnet High School

INTERNATIONAL BACCALAUREATE (IB) PATHWAY

International Baccalaureate programmes aim to provide a learning environment where students are challenged to think critically and inquisitively. IB programmes are different from other curricula because they: encourage students of all ages to think critically and challenge assumptions; develop independently of government and national systems, incorporate quality practice from research and our global community of schools; encourage students of all ages to consider both local and global contexts; develop multilingual students. International Baccalaureate (IB).

Magnet Preference: Students who attended Speas Global Elementary are granted a preference for an assignment to Paisley Magnet Middle School. Students who attended Paisley Magnet Middle School are granted a preference for an assignment to Paisley (9th-10th) and Parkland Magnet High School.

International Baccalaureate Pathway Schools:

- Speas Global Elementary School (Primary Years Programme)
- Paisley Magnet Middle School (Middle Years Programme)
- Parkland Magnet High School (Middle Years, Career and Diploma Programme)

STEM/STEAM PATHWAY

The intentional integration of science, technology, engineering, and mathematics to create a student-centered learning environment in which students investigate and engineer solutions to real-world problems.

Magnet Preference: Students who attended Brunson "STEM" Elementary School are granted a preference for an assignment to Hanes "STEM" Magnet Middle. Students who attended Hanes STEM Magnet Middle School are granted a preference for an assignment to Atkins High School.

STEAM Education: integrates science, technology, engineering, the Arts, and math as pathways to guide student inquiry, discussions, and critical thinking.

Magnet Preference: Students who attended Moore STEAM Magnet Elementary are granted a preference for an assignment to Wiley STEAM Magnet, Hanes STEM Magnet, and Philo-Hill STEAM Magnet. Students who attended Wiley, Philo-Hill, and Hanes are granted a preference for an assignment to Atkins High.

STEM/STEAM Pathway Schools:

- Brunson STEM Magnet Elementary School
- Hanes STEM Magnet Middle School
- Moore STEAM Magnet Elementary School
- Philo-Hill STEAM Magnet Academy
- Wiley STEAM Magnet Middle School
- Atkins Academic & Technology Magnet High School
- North Forsyth Health Sciences Magnet High School

DUAL LANGUAGE IMMERSION (DLI) PATHWAY (TWO-WAY SPANISH)

The program goals for all students are bilingualism, biliteracy, high academic achievement and sociocultural competence. DLI Programs allow students to learn content such as math, science, and social studies in another language. Immersion programs begin in Kindergarten and students acquire the target language such as Spanish, through a natural process of language acquisition.

DLI Pathway Preference: Students who attended Speas IB global are granted preference to Paisley IB Magnet. Students who attended Smith Farm Elementary are granted a preference for an assignment to East Forsyth Middle School and then to East Forsyth High School.

Dual Language Pathway Schools:

- Speas Global Magnet School
- Paisley Magnet School
- Smith Farm Elementary School
- East Forsyth Middle School
- East Forsyth High School

ADDITIONAL MAGNET SCHOOLS

Traditionally Magnet Schools offer diverse and inclusive educational opportunities for grades K-12 through specialized programs in the arts,

STEM/ STEAM, international baccalaureate, dual immersion, College, and career pathways. WS/FCS has additional options to help families find the best fit!

****The Downtown School (K-8):** The Downtown School 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 for students in pre-kindergarten through eighth grade. Parents are expected to volunteer weekly and provide transportation.

Early College of Forsyth: Forsyth Early College is a Magnet high school (9-12th grades) on the campus of Forsyth tech. It provides a small learning environment that considers the students learning needs and provides academic support services so every student is expected to be successful in high school courses and college courses. All students will take college-level courses in the Associate in Arts degree program beginning in their freshman year.

Middle College of Forsyth: Forsyth Middle College is a magnet high school on the campus of Forsyth Tech for juniors and seniors (11th-12th grade) who are mature, self-motivated, and ready to learn in a college setting. It is high school for students who are ready for what comes after high school.

John F. Kennedy HS (Construction, Pharmacy, Culinary, and Virtual): John F. Kennedy is a Career Technical Magnet High School focused on preparing students for the fastest-growing, highest-need jobs in the region in a small learning environment. Each Academy is connected to the local economy through internships, field trips, business partners, and community activities in each field of study. JFK offers the following premier academies:

Construction Academy: Students begin their hands-on instruction in the ninth grade by exploring the various skilled trades in the construction industry. John F. Kennedy specializes in the skilled trade of masonry. Our local business partners provide in-class and on-the-job training through apprenticeships and internships while earning real wages! Students graduate prepared for the construction workforce with multiple NCCER credentials and their OSHA 10-Hour certification. Engineering and Architecture candidates get validated hands-on construction experiences that move them ahead of their college peers.

Pharmacy Health Sciences Academy: Our 4-year program is designed to expose and prepare students to pursue healthcare-related careers upon graduation. Students earn CPR/AED certification and the OSHA 10-hour medical card. Seniors to pursue the national Pharmacy Technician certification (CPhT) through the completion of this capstone course. This pathway prepares students for the growing pharmaceutical industry by providing them with the clinical and business skills needed to work successfully alongside pharmacists and physicians.

Culinary Arts & Hospitality Academy: Students work with our professional chef from 9th grade through 12th grade learning basic knife skills, nutrition, and safety the first year and

progressing to complicated recipes, sauces, inventory, and restaurant management. Local business connections help place students in internships and local chefs and entrepreneurs in the hospitality world provide industry knowledge, experience, and mentoring.

Winston-Salem Prep Academy 6-12 Sports Management and Human Services): Winston-Salem Preparatory Academy is a Magnet high school (6-12th grades). It provides a small nurturing learning environment that considers the learning needs of students to prepare them for college-level or career technical courses in Sports Management and Human Services. The school offers the AVID Secondary program that equips teachers with what they need to help students succeed on a path to college and career success and other college preparatory programs in partnership with Forsyth Technical Community College and Winston-Salem State University.

Virtual Academy (K-8): is a standalone program designed to provide students with a personalized education option that offers virtual experiences that are flexible, rigorous, and innovative. The Virtual Academy will serve grades K-8. The Magnet application is open to all students who are eligible to enroll in the Winston-Salem/Forsyth County Schools in grades K-8 during the choice period. We welcome homeschool and private school students who would like to enroll to take advantage of this opportunity.

Virtual Academy (9-12): Virtual Academy is a program designed to provide students with a personalized education option that offers virtual experiences that are flexible, rigorous, and innovative. The Virtual Academy at John F. Kennedy High School serves students in grades 9-12. The application is open to all students who are eligible to enroll in the Winston-Salem/Forsyth County Schools in grades 9-12.

Preschool

Our Preschool program reflects the belief that children are active learners. They build meaning and understanding through full participation in their learning environment. This child-centered program combines high expectations for each child with respect for individual differences.

Each preschool classroom provides a safe and nurturing environment that promotes the social/emotional, cognitive, language and physical development of each child served. By using developmentally appropriate curriculum and responsive practices we ensure each child's need are met and their attainment of skills is facilitated. Teachers use child-centered instructional practices based on children's developmental skill levels that foster their growth in learning, helping them to proceed forward to the next level of development. A rich environment is provided for fostering children's initiative, exploration and collaborative interaction with peers and adults.

The Creative Curriculum, Social Emotional Foundations of Early Learning and Foundations-NC Early Learning Standards are the basis of the program's philosophy, guidelines, and goals. They help assure we promote each child's

approaches to learning with growth across all developmental domains. The curriculum helps to plan appropriate learning activities and considers each child's individual needs, interests, and developmental levels.

Preschool classrooms are located on elementary school campuses in Forsyth County and serve children with and without disabilities ranging in age from 3-5 years old. Classes consist of preschool aged children who are eligible through NC PreK, Title I, Head Start or WSFCS Exceptional Children's services. While each funding source has different requirements regarding application and eligibility criteria, all children are served in developmentally appropriate high-quality environments. All children are considered without regard to race, color, religion, sex, or national origin.

Special Schools

These schools focus on functional academics, daily living skills, communication and occupational preparation. Special schools are for those students who would have great difficulty functioning in a less restrictive environment.

THE CHILDREN'S CENTER AND SPECIAL CHILDREN'S SCHOOL

The Children's Center and The Special Children's School serve children from 3 through 11 years old with developmentally appropriate educational and related services. Preschool classes include typically developing children who play and learn side by side with their disabled peers. Regular kindergarten classes are open to children throughout Forsyth County creating an opportunity for students to participate in a diverse environment.

LOWRANCE MIDDLE SCHOOL

Lowrance serves some secondary students grades 6-10 who have moderate to intensive educational and adaptive behavior needs as determined by the IEP team.

A low teacher-to-student ratio and extensive support personnel help meet the unique needs of each student.

The school provides an adapted curriculum, assistive technology and auxiliary services augment the implementation of the NC Extended Content Standards. Students also participate in classes such as life skills, adaptive P.E., technology, art and music.

Lowrance is located on a joint campus with Paisley IB Magnet, providing opportunities for inclusion with non-disabled peers.

CARTER HIGH SCHOOL

Carter serves some secondary students grades 11-12 who have moderate to intensive educational and adaptive behavior needs as determined by the IEP team.

A low teacher-to student ratio and extensive support personnel help meet the unique needs of each student.

Start and Dismissal Times

ELEMENTARY SCHOOLS

Start times range from 7:45 a.m. to 8:45 a.m. Dismissal times range from 2:25 p.m. to 3:15 p.m. Visit the district website (wsfcs.k12.nc.us) for a complete list of schools and their daily schedules.

Children's Center
7:55 a.m. to 2:25 p.m.

Cook Literacy Model School
8:15 a.m. to 3:15 p.m.

Downtown School (K-5)
8:35 a.m. to 3:15 p.m.

The Special Children's School
8:00 a.m. to 2:30 p.m.

MIDDLE SCHOOLS 7:25 A.M. TO 2 P.M.

Downtown School (gr 6-8)
8:15 a.m. to 2:45 p.m.

Hanes
7:40 a.m. to 2:10 p.m.

Lowrance, Paisley
7:55 a.m. to 2:40 p.m.

WSPA (gr 6-8)
8:10 a.m. to 3:05 p.m.

Wiley Magnet (gr 6-8)
7:55 a.m. to 2:45 p.m.

HIGH SCHOOLS 8:55 A.M. TO 3:40 P.M.

Career Center
8 a.m. to 3:10 p.m.

Carter High
9:00 a.m. to 3:40 p.m.

Early College of Forsyth
9:00 a.m. to 3:20 p.m.

John F. Kennedy High
8:10 a.m. to 3:05 p.m.

Kingswood School K-12
7:25 a.m. to 2:00 p.m.

Main Street Academy
7:30 a.m. to 2 p.m.

Middle College of Forsyth
9:00 a.m. to 3:20 p.m.

WSPA (gr 9-12)
8:10 a.m. to 3:05 p.m.

Students should not arrive on campus more than 30 minutes before the school day begins and should leave within 15 minutes of dismissal.

—Policy 6112

The school provides an adapted curriculum, assistive technology and auxiliary services augment the implementation of the NC Extended Content Standards. Students also participate in classes such as life skills, adaptive P.E., technology, art, and music. Students will receive a graduation certificate upon successful completion of their program.

Carter High School opened in 2010 in a new building, sharing the campus with John F. Kennedy High School and the Career Center, providing opportunities for interaction with typical peers.

Alternative Learning Programs and Schools

The school system offers a variety of different learning opportunities to students who have not been successful in a traditional school.

ESL ACADEMY

The ESL Academy serves middle- and high-school Multilingual Learner (ML) students who have recently arrived in the United States, are learning English and struggle with literacy in their native language. Students may attend the academy for one year. It is housed at Winston-Salem Preparatory Academy.

THE KINGSWOOD SCHOOL (K-12)

The mission of the day treatment program at Kingswood School is to provide students with a structured program in which they will learn skills to increase academic abilities, manage behavior more effectively, and improve emotional and social skills. Staff will provide a meaningful curriculum in a safe, supportive, and consistent environment.

Therapeutic Day Treatment is a school-based program designed to successfully address mental health, emotional, and behavioral issues that create a barrier to effective learning and adjustment in the regular school setting. These services are provided to enhance their potential to remain within the home community and function successfully within the mainstream educational setting. The partner agency provides clinical oversight and support to the program. There is a committee of field experts who review the applications submitted with the goal of ensuring proper placement.

Students will transition back to their traditional school after meeting identified criteria and goals.

MAIN STREET ACADEMY (MSA)

MSA is an alternative school for students in grades 6-12 for a minimum of one full academic quarter, and up to the remainder of the student's tenure in WS/FCS. Students are assigned to the school as a result of violating the Code of Character, Conduct, and Support on recommendation of the Area Superintendent and after a hearing with the district hearing officer.

A student may be assigned to Main Street Academy as authorized by Policy and AR 5131,

upon entry into WS/FCS from an alternative program in another school district, upon completion of CIP, or upon entry into WS/FCS from secured custody. Students may also be assigned to Main Street in lieu of long-term suspension or expulsion.

After completing a successful grading quarter and meeting academic, attendance and behavioral goals, students may transition to their assigned school. Main Street Academy students receive instruction aligned to NC course of study.

PATHWAY PROMISE PROGRAM

The Pathway Promise Program is a dropout prevention program where students can earn credits towards graduation in a non-traditional setting. Students recommended for this program will need to be 8 credits or less shy from completing their graduation requirements. Students in this program are our most marginalized and vulnerable population of students that may fall within the following categories:

- Experiencing homelessness
- Aging out of high school
- Different learning style
- At risk for dropping out
- Attendance concerns
- Supporting families by working
- Experiencing multiple suspensions
- Needing a smaller classroom setting due to mental health concerns

It is the hope of this program to ensure that we provide a program for students to complete their graduation requirements in a more conducive environment to meet their needs.

CAREER CENTER

Career Center has operated as an extension of regular high school programs since 1976. It offers a challenging academic environment and unique learning opportunities for students from across Forsyth County in a college-like setting. Students maintain their affiliation with their home high schools while completing Career Center courses. Transportation is provided from all home high schools to the school. More information is available at wsfcs.k12.nc.us/career-center.

Advanced Placement (AP) courses are offered at Career Center in art, music, English, science, social studies, math and world language. These are highly challenging, college-level courses for which students may earn college credit. Students take a national AP exam at the end of each course. Career Center also offers a number of Pre-AP courses including: Pre-AP English 1, Pre-AP English 2, and Pre-AP Biology.

Career and Technical Education (CTE) courses are open to juniors and seniors interested in an academic challenge in career and technical fields. Courses are offered in health occupations, early childhood, carpentry, electricity, auto collision repair and auto

technology, cosmetology, aviation, culinary arts, digital media, Adobe Visual Design, Adobe Digital Design, Adobe Video Design, Digital Design and Animation, Python Programming, and drone technology. Students experience hands-on learning, have internship and service learning opportunities, and may participate in related clubs and organizations. Successful program completion allows students in some areas to place out of related introductory community college courses. Among CTE programs, Career Center also offers Digital Design and Animation as well as Python Programming.

Career Center is housed in a facility built in 2012 on the Kennedy Campus at 910 Highland Court. Students benefit from state-of-the-art technology and classroom spaces.

FORSYTH ACADEMY OF CONTINUING EDUCATION

The Forsyth Academy of Continuing Education (F.A.C.E.) is a dropout recovery initiative designed to offer an alternative educational setting for students to return and earn a high school diploma. Classes are offered at their residential high schools.

Attendance

EXCUSED ABSENCES

One of the most important things a parent or guardian can do is to make sure his or her child attends school regularly. While some absences for illness are unavoidable, nothing can replace the educational, cultural and social contacts that students experience in class.

Students between ages 7 and 16 are required by law to attend school. Five- and 6-year-olds who are enrolled in school are also required to attend unless they are withdrawn from school. Children are expected to be at school every day unless sick or otherwise excused. The State Board of Education allows excused absences for these reasons:

1. illness or injury;
2. quarantine;
3. death in the immediate family;
4. medical or dental appointments;
5. court or administrative proceedings;
6. religious observances; and
7. educational opportunity.
8. Local School Board Policy;
9. Absence Related to Deployment Activities;
10. Child Care (of whom the student is the custodial parent);
11. Natural Disaster.

If possible, arrange in advance for absences other than those for illness so that a student can begin to make up work that will be missed. A principal may approve certain absences other than those listed above if requested in advance, preferably in writing.

A student participating in an approved school activity away from school (such as a field trip, athletic contest, music festival or student

convention) is not considered absent.

A student must be present 50 percent of the student day to be eligible to participate in extracurricular activities or athletic events on that day.

Students who have been absent should bring written explanations from their parents or guardians. If the homeroom teacher does not receive such a note, the absence is recorded as unexcused. The principal may require a statement from the student's physician about an illness.

– Administrative Regulation 5110

RELIGIOUS OBSERVANCES

Students, upon written request from their parents, will be granted an excused absence to observe a religious holiday or to participate in off-campus religious instruction or worship exercises. School principals are required to authorize a minimum of two excused absences each academic year for religious observances required by faith of a student or a student's parent or legal guardian. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence.

MAKEUP WORK

Makeup work after an absence can include material covered in class or other work. It does not have to be the same as the lessons missed. Please ask that makeup work be as- signed if a child has missed two or more days.

LATE ARRIVALS AND EARLY WITHDRAWALS

When students arrive at school late or leave early, they miss out on valuable instructional time. Such comings and goings also interrupt learning for other students in the class. Under the law, it is the parent's or guardian's duty to require a child to attend school for the entire school day. Late arrival or early withdrawal may be excused for medical and dental appointments, illness or injury, death in the immediate family, court or administrative hearings, and valid educational opportunities, such as travel, if approved in advance by the principal.

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

Students who accumulate 5 unexcused tardies for being late to school or unexcused early departures will be given one unexcused absence.

There is no provision in state law or local policy that allows children to be withdrawn from school early as a convenience.

EXCESSIVE ABSENCES: COMPULSORY ATTENDANCE LAW

If a child under age 16 has **three or more unexcused absences** in a year, his or her parent

or guardian will be notified by phone, e-mail, U.S. mail or by a note sent home with the student.

If a child under age 16 has **six or more unexcused absences**, his or her parent or guardian will be notified and may be prosecuted under the state's compulsory attendance law if the absences or tardiness cannot be excused. The Compulsory Attendance Law applies to students ages 7 to 16, as well as students in kindergarten through second grade enrolled in a public school. A copy of the notice sent to parents will be sent to a school social worker, who may investigate the reasons for the student's non-attendance.

If a child under age 16 has **10 or more unexcused absences**, the parent or guardian will be notified in writing and will be invited to meet with the principal or assistant principal and the school's social worker to determine whether a good faith effort was made to comply with the Compulsory Attendance Law. School officials will talk with a child's parent or guardian about the reasons for the child's excessive absences and ways to improve his or her attendance. School officials may decide to refer the matter to the District Attorney or the juvenile court.

If a high school student is absent from school or any class five times (three for Career Center) during a grading period (whether or not the absences are excused or unexcused), the student's absences are considered excessive and several actions will be considered, including whether to give the student an incomplete or a grade of F for the course.

High school students who have 10 absences in a school year, whether excused or unexcused, may have their parking privileges revoked.

Athletic eligibility will be revoked if a middle or high school student is absent 10 days or more in a semester.

If a child will be unable to come to school four weeks or more because of injury, illness, pregnancy or other disability, ask the school counselor if a **homebound teacher** can be assigned. The teacher will go to the home or to the hospital to help the child keep up with schoolwork.

– Policy and Administrative Regulation 5110

Conduct of Parents and Other Visitors

The school system's civility policy is intended to maintain a safe, harassment-free environment for students, teachers, administrators, staff members, parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the school board encourages positive communication and discourages volatile, hostile, threatening, profane or aggressive communication or actions, as well as disorderly conduct.

School and district personnel are expected to treat each other, students, volunteers, parents and other members of the public with courtesy and respect. Any parent who believes he or she was subject to behavior at a school that is in violation of this policy should tell the principal,

Safety

Keeping all students safe is a primary responsibility of our schools and depends on the cooperation of students, parents, staff and the community.

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

Because most students ride school buses, parents should remind students of proper bus behavior, including waiting at the designated area, showing respect for the bus driver, remaining seated with their backs to the seat throughout the ride, keeping all parts of their body and other objects inside the bus, keeping the aisleway clear, keeping the bus clean and following the same code of conduct as the classroom.

Parents can help school staff by reporting unsafe situations and by cooperating with security measures such as signing in at the office and wearing ID badges when visiting a school.

336-703-4193
reports@wsfcs.k12.nc.us

WS/FCS offers a confidential way to report concerns about the safety, security and integrity of all its schools.

Call or email to report unethical conduct, harassment, violence and any other safety issue. It's confidential and available 24/7.

the staff member's immediate supervisor, or the appropriate Area Superintendent.

In the same regard, parents and visitors are expected to treat teachers, students, volunteers, administrators and other district employees with courtesy and respect. School employees who are faced with disorderly conduct or disruptive behavior have the right to end a meeting or telephone conversation; remove the person from school grounds; or limit school access to telephone calls, email, or written communications with staff members.

The need for civility extends to events outside the regular school day. Any person who attends a school-sponsored, extra-class activity and behaves in a disorderly or unsportsmanlike manner may be ejected. The superintendent may exclude anyone found to be disorderly or unsportsmanlike from extracurricular or athletic events for up to one year.

– Policy 1170

If You Object to the Family Life Education Curriculum or Other Books or Materials

You have a right to review any materials that your child uses.

Before certain topics in the area of family life education are covered, you will be notified that you have the right to preview the curriculum and materials and may remove your child from the class. Your child will not be penalized, and you may borrow other materials from the school system to teach your child outside the classroom if you wish.

Requests to remove a child from health or life management skills classes should be submitted to the principal (Policy 6140).

If you object to a book or other materials used in the school in any subject area, discuss your objection with the principal.

If he or she cannot resolve your concern without removing the materials, you may file a formal, written challenge on the "Request for Reconsideration of Educational Material" form, available from any school or the school system attorney's office.

The materials and your challenge will be examined by a local committee. Procedures and appeals are outlined in Administrative Regulation 6144.

COMMUNICATION BETWEEN STUDENTS AND TEACHERS

Teachers and employees are expected to act and communicate professionally at all times, whether they are communicating in person, by phone or by email and other digital methods. Employees should not text elementary school students. They may text middle and high school students under very specific circumstances under AR 1111 Section III (8).

– AR 1111

Student Conduct and Discipline

CODE OF CHARACTER, CONDUCT, AND SUPPORT

In the 2022-23 school year, WS/FCS implemented a new Code of Character, Conduct and Support across all schools to address the academic, social, behavioral and emotional needs of students. The WS/FCS Code of Character, Conduct and Support can be found at www.wsfcsc.k12.nc.us/code.

DRESS AND APPEARANCE

The Winston-Salem/Forsyth County Schools is committed to fostering a safe, welcoming, and inclusive school environment for students, faculty, and staff. WS/FCS will also create an atmosphere which is conducive to engaging all students in high-quality, relevant learning experiences so they will graduate with interpersonal, academic, and workforce skills to compete globally and contribute to society.

Students are expected to adhere to their school's dress code which includes, but may not be limited to, the following:

- Students are prohibited from wearing clothing that contains advertisements for tobacco, alcohol or drugs, pictures or graphics of nudity, or words that are profane, lewd, vulgar, or indecent;
- Clothing exposing a student's bare chest, bare back, or bare midriff may not be worn;
- All shirts and tops must have straps and/or sleeves; No spaghetti straps or tank tops;
- No see-through clothing is allowed;
- Shoes must be worn;
- Short shorts or skirts are not allowed. A good rule of thumb is that shorts, dresses, skirts and other short attire should be at least mid-thigh length;
- Pants, slacks, jeans or other attire that sag below waist are not allowed;
- Hats, caps, bandanas, or garments which cover the student's face or conceal the student's identity;
- Undergarments may not be shown or worn as outerwear; and
- Specialized courses may require specialized attire, such as safety gear; and
- Any symbols, styles or attire frequently associated with gangs, intimidation, violence or violent groups about which students at a particular school have been notified as described in AR 5131.4 are prohibited.

Teachers and principals are expected to make reasonable accommodations on the basis of students' religious beliefs or medical conditions.

Individual schools may have additional guidelines, copies of which shall be made available to parents and students. Students and parents should be involved in creating local school guidelines.

Individual schools can adopt policies requiring the wearing of school uniforms as long as the parents have the choice to enroll their child in a school within their zone that does not require uniforms. Individual schools' uniform requirements may be more restrictive than what the district requires.

Authority of School Employees

USE OF REASONABLE FORCE

School personnel have the right to use reason-

able force to maintain order at school or at school-related activities, including to control behavior, to quell a disturbance that threatens injury to others, to take weapons or other dangerous objects from a student, to protect people and property, and to defend themselves. However, corporal punishment (spanking) is not permitted in our district.

SEARCHING STUDENTS

School officials have the right to search students, including their cars, pockets and book bags, if they have reason to suspect that a student is concealing evidence of misconduct. They may also search a portable communications device if they have reasonable suspicion that it was used to violate the Code of Character, Conduct, and Support.

School officials also may search a student's locker or desk at any time, because they are school property. Students may use them to store only things that may lawfully be brought to school.

Under certain circumstances, police dogs may be used to inspect lockers for drugs, and metal detectors may be used to screen students for weapons.

– Policies 5131, 5131.5 and 5131.6

QUESTIONING STUDENTS

School personnel have the authority to question students who may have witnessed an act of misconduct or are suspected of violating school rules. With the exception of questioning elementary or middle school students after school hours, off campus, or over the telephone, school personnel do not need the permission of parents to question students. An admission or confession made to a school official may be used in a student disciplinary proceeding.

GRIEVANCE PROCEDURE

If a dispute cannot be settled after meeting with the person involved, parents or guardians may ask for a formal conference with the principal.

MEETING WITH THE PRINCIPAL

When requesting a conference, tell the principal or secretary the purpose of the meeting. The principal must meet with you at a mutually convenient time within five days. Other school employees involved may attend. You also may ask other people who observed what happened or who could help resolve the problem to attend.

The purposes of the conference are:

- To determine what caused the problem
- To determine if a rule has been misinterpreted, violated or not enforced
- To resolve the problem to the satisfaction of all concerned, if possible

To prepare for the conference, please make some notes summarizing what happened and describing your complaint

The principal will consider information provided by the staff and may talk with other people who know about the problem before or after the conference.

If the problem is not resolved, the principal must give the parents or guardians a written statement summarizing the conference and explaining the decision.

APPEALING TO AN AREA SUPERINTENDENT

Parents or guardians may appeal the principal's decision to the Area Superintendent within 10 days. Appeals should be made in writing. The Area Superintendent will try to mediate the situation.

If the grievance is not resolved within 10 days, the Area Superintendent must report his or her findings and recommendations to the person appealing and to the superintendent.

APPEALING TO THE BOARD OF EDUCATION

If parents or guardians are not satisfied with the Area Superintendent's decision, they may request a hearing before the Board of Education by notifying the school system attorney within 10 days. In-school suspensions or out-of-school suspensions of 10 days or less may not be appealed.

A three-member hearing panel of the board will hear the grievance within 30 days. The panel will have copies of records from all levels in the process.

WHAT ISSUES CAN BE APPEALED?

Federal and state laws grant parents and students the right to appeal the following decisions:

- The discipline of students that results in a suspension of more than 10 school days or an expulsion
- An alleged violation of a specified federal law, state law, state Board of Education policy, state rule or local board policies
- Challenges to the selection of supplementary materials (G.S. 115C-98 and Policy 6144)
- Student retention (Policy and AR 5123)
- Handicapped-student appeals (under Sec. 504)
- Academically gifted student appeals (G.S. 115C-150.7)
- Disputes over the use of school facilities (G.S. 115C-207 and Policy 1330)
- School bus routes and stops (G.S. 115C-244, and Policy 3541)
- School assignment decisions (G.S. 115C-369 and Policy 5117)
- Claims of discrimination or harassment on the basis of race, religion, ethnic origin, gender, age, or handicap
- Contents of a student's education records (Family Educational Rights and Privacy Act)

The following decisions are not subject to appeals:

- A student's grade in a course or on a test
- A decision regarding participation in extracurricular activities
- A student's schedule or the teacher assigned to teach his or her class or classes
- The classification of a student's absence as excused or unexcused
- An in-school suspension or out-of-school suspension for 10 days or less
- The ejection or sportsmanship appeal of a student-athlete

Parents or guardians may submit a written statement to the panel in advance of the hearing.

The hearing before the panel is informal and generally not open to the public. Each side is allowed to make a statement. Unlike in a trial, cross-examination is not permitted, and the rules of evidence used in courts do not apply.

The hearing panel will give its decision in writing within 10 days and send the grieving party a copy.

THE PROCEDURE WORKS

The grievance procedure works because it requires everyone involved to examine the facts and to discuss the problem. A school official might see that he or she made a mistake; at other times, parents might realize that their child was not telling the whole story.

— Policy 5145

Confidentiality and Access to Records

WHAT INFORMATION IS CONFIDENTIAL?

Most education records are considered confidential. This includes personally identifiable education records, such as grades, test scores, medical records, discipline records, special education records and other personally identifiable records. For a description of the records maintained by the school system, request a copy of Policy 5125 from your principal or the school system attorney (336-727-2509).

All school system employees and volunteers have a responsibility to keep students' personally identifiable education records confidential.

WHAT INFORMATION IS NOT CONFIDENTIAL?

Directory information. The following information may be included in annuals, sports programs, school newsletters, schools' and students' websites, and other publications: a student's name, age, place of birth, height, weight, grade, honors, awards, activities, photograph, field of study, school and graduation status.

Mailing lists. The Board of Education does not

allow lists of student names and addresses to be given to anyone besides these exceptions:

Class lists. Teachers may produce a list of students in a class with addresses, telephone numbers and e-mail addresses so that students may contact each other for homework, to discuss class projects or arrange other activities. The lists are given only to members of the class.

Transportation lists. Schools or programs that do not provide transportation for all students may produce a list of student names, addresses and telephone numbers to help parents and students arrange car pools. The list may be given only to students enrolled in the school or program.

Charter schools. Charter schools may request lists from the school system containing students' names, addresses and grades in school to tell students and parents about their programs.

Post-secondary education and employment opportunities. Seniors' names, addresses and telephone numbers may be provided for a fee to any post-secondary educational institution that is accredited by a recognized accrediting agency.

Military. Juniors' and seniors' names, addresses and telephone numbers will be provided to various branches of the armed services under the terms of No Child Left Behind. The information is released on or about July 1 after the end of the sophomore year when the students have been promoted to their junior year. If you object to the release of this information, please notify your child's principal before the end of his or her sophomore year or by no later than June 30 of that year.

Alumni organizations. A list of names and last known addresses of the members of each high school's graduating class may be provided to a school's alumni organization.

PTA/PTSA. A list of student names, parents'/guardians' names, home addresses, and home telephone numbers may be provided to each school's PTA or PTSA.

Delivery service. The school system may provide a list of student and parent addresses to delivery services for the purpose of delivering school publications to each student's home. The list does not include student or parent names or telephone numbers. The delivery service may not share the address list with anyone else.

School resource officers. Officers contracted to provide services to a school may receive students' education records that would not generally be considered harmful or an invasion of privacy.

WINSTON SALEM/FORSYTH COUNTY RELEASE OF INFORMATION

WS/FCS utilizes a third-party release form. The release of information form authorizes the release of student records, health records, release to and release from third-party agencies and individuals.

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

Parents or guardians who do not want any directory information to be released should notify their child's principal in writing within 10 days of receiving this handbook. Parents may object to the release of information to all organizations listed or to specific organizations.

INSPECTING AND REVIEWING RECORDS

The Family Educational Rights and Privacy Act (FERPA) and local policy 5125 give parents and students over 18 years of age the right to inspect and review their education records.

Parents or guardians who want to see their child's records should call the school to make an appointment with the principal or school counselor. School officials will schedule an appointment within 45 days for the review and inspection of records. The school may charge a per-page copying fee for copies.

WHAT IF RECORDS ARE INACCURATE OR MISLEADING?

If a child's records are inaccurate or misleading, parents or guardians may ask the principal to make corrections. They should write to the principal and specify the changes they want made, and tell him or her why the record is inaccurate or misleading. The principal must respond to such a request within five days. If the principal decides not to change the record, parents or guardians may file a grievance and request a hearing before a hearing officer.

A parent or student may file a complaint with the U.S. Department of Education regarding alleged failures of a school to comply with FERPA by writing the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520.

Who Else May See Records?

- **Divorced parents.** If parents are divorced or separated, both parents have a right to inspect and copy their child's education records unless a court limits or restricts a parent's access.
- **School personnel** who have a legitimate need to see the records, such as teachers, substitute teachers, teacher assistants, student teachers, Area Superintendents and other administrative personnel, as well as the Board of Education.
- **Juvenile justice, law enforcement officials and emergency medical personnel.** When information from a student's records is needed to locate a child or the child's parents to respond to an emergency, that information may be provided to juvenile justice, law enforcement and emergency medical personnel.
- **Rules for children with disabilities.** The Individuals with Disabilities Education Improvement Act (IDEIA), a federal law, requires school officials to provide information to juvenile justice and law

enforcement officials about a student's disability whenever school officials refer a student with a disability to one of those agencies.

- **Other schools.** The school system will forward a copy of a child's education records to a school in which the child enrolls upon written request of that school.
- **Court orders and subpoenas.** Schools must comply with court orders or subpoenas.
- **State or local welfare agencies.** Schools may disclose educational records without parental consent to caseworkers if the welfare agency is legally responsible for the student.
- **Other exceptions.** Other exceptions are described in Policy 5125, which may be obtained in the principal's office or from the school system's attorney (336-727-2509).

Surveys

Parents have the right, on request, to inspect research surveys or studies conducted by third parties. The school system will not release students' names and addresses to researchers unless parents are notified in advance and in writing.

No students or former students shall participate in surveys or research projects on the following subjects without written consent from their parent or guardian: political beliefs; mental and psychological problems; sex behavior and attitudes; illegal, antisocial, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices or beliefs; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs).

Students and former students are not required to participate in research studies or surveys if their parents object.

Grading

Report cards are sent home after the end of each quarter and show a child's academic progress, behavior and attendance. Elementary and middle school report cards are sent in a brown envelope that parents should sign and return. Keep the report sheet.

High school report cards are given to students and do not require a parent's signature.

Parents should receive reports about their child's grades and behavior at least two times during each nine-week grading period, as well as a report card at the end of the grading period.

Report cards contain a lot of information. If you do not understand the reason for a grade or have other questions, please make an appointment to see the teacher or a school counselor.

Be sure you know how your child is doing in relation to grade level. A "C" in a regular high school course does not mean the same level of achievement as a "C" in an honors or AP

course.

Grades may be based on a standard for all students, individual student progress, progress in relation to ability, or progress in relation to the rest of the class.

At the end of the school year, parents can pick up their child's report card at school or provide postage and have it mailed home.

—Policy and AR 5124

Report Cards

Report cards are sent out as quickly as possible at the end of each quarter. During the quarter progress reports should be provided as well. The timelines below provide windows when to expect progress reports, end of quarter, and report cards to be sent home.

Marking Period	Progress Reports	End of Quarter	Report Cards
Quarter 1	week of 9/25	Fri. (10/27)	week of 11/6
Quarter 2	week of 12/4	Wed. (1/24)	week of 2/5
Quarter 3	week of 2/26	Thurs. (3/28)	week of 4/15
Quarter 4	week of 5/1	Fri. (6/7)	week of 6/17

Student Interventions

As part of a Multi-Tiered System of Supports and upon review of student data, problem-solving teams will identify students that need additional support(s) with grade-level standards in literacy, math, behavior, and social-emotional learning. These supports are organized by tiers and are described as interventions. If interventions are being provided, the student's parent/guardian will receive written notification of (1) the amount and nature of student performance data that will be collected and additional general education support(s) that will be provided; (2) strategies for increasing the student's rate of learning; (3) and the parent/guardian's right to request an evaluation if it is suspected that the student's difficulties are because of a disability.

Testing

Tests can be useful, but testing is only one way of evaluating a child's performance and needs. Students take many different kinds of tests.

- Diagnostic tests can be used before a subject is taught to find out how much a student already knows. Appropriate instruction then can be planned.
- Teacher-designed tests and textbook tests show how much material a student has learned in class. These may cover one day's work or a full semester.
- Quarterly assessments are given in math and reading in grades 3 through 8, and grades 5 and 8 science. Mid-term benchmark

assessments are given in social studies in grades 6 through 8 and science in grades 6 and 7. Students take benchmark assessments in NC Math 1, NC Math 3, Biology, English II, World History, Civic Literacy, American History and Economics and Personal Finance.

- Summative assessments measure how much a student learned in a subject or course at the end of the semester or the year. Summative assessments include end-of-grade, end-of-course, and final exams.

For questions about tests or test scores, contact the teacher or school counselor.

APTITUDE TESTING

Aptitude tests are used to assess a student's academic aptitude by testing abilities such as problem solving, discovering relationships, evaluating, and remembering. These assessments measure learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. This screening is one factor in decisions about placement for academically gifted students. Parents will receive a narrative report with specific information about their child's performance on the Cognitive Abilities Test (CogAT).

All second-grade students are administered a universal screening with an aptitude test. CogAT is the primary tool used unless the student needs an alternative test. Students in grades 3 - 12 who meet the district's criteria may submit an AIG Recommendation to Rescreen Referral in the Spring to the school's AIGPPT team. If a student is approved for screening, the school will give an aptitude test.

ACHIEVEMENT TESTS

Second grade students will screen with the Iowa Assessment if they score at the 77th percentile or higher on the aptitude assessment. The Iowa Assessment or its alternate is the primary tool used in determining achievement for second graders. The Iowa is a nationally normed assessment that compares performance with same-aged peers across the country. Tests measured on the Iowa evaluate student achievement in the subjects of reading, language, and mathematics.

The Iowa Assessment offers educators diagnostic insight into how their students are progressing in key academic areas and offers data that can be used to create intervention groups and to drive curricular decisions. Our school district also uses Iowa results to help identify academically gifted students as defined by the WS/FCS. Parents will receive a narrative report with specific information about their child's performance. Students in grades 3 - 12 who have been screened during Recommendation to Rescreen with a 77th percentile or higher on the aptitude assessment will utilize their BOG3/EOG/EOC scores as their achievement screening.

BEGINNING OF GRADE 3 READING TEST

Students in third grade take this test to assess their reading skills in September. Students are required to read on grade level by the end of third grade in order to be promoted.

END-OF-GRADE ASSESSMENTS

The North Carolina end-of-grade tests given in grades 3, 4, 5, 6, 7 and 8 measure achievement in reading and math. Students in grades 5 and 8 also take end-of-grade tests in science. The EOG assessments align with the NC Standard Course of Study. The NC EXTEND1 Alternate Assessments align with the NC Extended Content Standards.

The assessments and their alternates align with the NC Standard Course of Study. All assessments are administered online during the last ten days of the school year.

The tests include various types of questions requiring problem-solving skills. Parents or guardians will receive their child's test results with the final report card.

END-OF-COURSE ASSESSMENTS

End-of-course (EOC) tests are given statewide at the end of NC Math 1, NC Math 3, English II, and Biology. They take up to 4 hours and are given instead of a teacher-created test at the end of the course. EOCs are administered during the last five days of a semester block course or the last ten days of a yearlong course. They are based on the material required for each course by the state and compare students with those in other schools in North Carolina. They also provide information about how our school system compares with others in these subjects.

These assessments align to the NC Standard Course of Study and are administered online.

Grades on end-of-course tests account for 20 percent of the student's final grade for the course.

ENGLISH LANGUAGE PROFICIENCY TESTS

The WIDA Screener language proficiency test is initially given to students who have a language other than English listed on their Home Language Survey (HLS). The HLS is administered to all students upon entering WS/FCS. Students who are identified as English Learners on this initial assessment are reassessed annually with the ACCESS for English Learners language proficiency test in January through March.

ACT AND PreACT

Every February, juniors take the ACT, which assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test measures what students have learned in their courses and measures their skills in English, math, science and reading. North Carolina requires the test to measure whether

K-2 Grading Scale

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

3-12 Grading Scale

- A (90-100) = Superior Performance
- B (80-89) = Good Performance
- C (70-79) = Satisfactory Performance
- D (60-69) = Poor Performance
- F (59 & below) = Failing

schools are preparing students for colleges and careers after school.

Sophomores take the PreACT in November. PreACT is a multiple-choice test that prepares students to take the ACT.

The ACT is also offered several times a year on Saturdays. A fee is charged. Some students may be eligible to have their fees waived; contact your school counselor or www.act.org for more information.

Many colleges also use the ACT as an admissions test. Check with the college to see if it requires the ACT or SAT.

WORKKEYS

Seniors who are Career and Technical Education concentrators are given the WorkKeys assessment. The WorkKeys exam provides a gauge of career readiness and is widely recognized as an industry credential. WorkKeys assessments measure real-world skills critical to job success. These skills are valuable for any occupation — skilled or professional — at any level of education and in any industry. Successful completion of WorkKeys assessment can lead to earning an ACT WorkKeys® National Career Readiness Certificate™ (ACT WorkKeys NCRC®)—a credential that verifies the skills found to be most essential across industries and occupations.

PSAT

The PSAT is offered in October to high school students who are currently taking or have completed NC Math 2. Students register for the test at their schools. A fee is charged. Some students may be eligible to have their fees waived; contact your school counselor or www.collegeboard.org for more information.

Those who score in the top one-half of one percent of juniors in each state are eligible to be named National Merit Semifinalists. They then take the SAT and meet other requirements before being named finalists or receiving National Merit Scholarships.

Tests for Each Grade

North Carolina End-of-Grade (EOG) reading and math (grades 3-8) and science (grades 5 & 8) assessments will be given May 26 – June 9, 2024. Other test dates are as listed.

ASSESSMENTS FOR EACH GRADE

Kindergarten:

- mClass/DIBELS 8
- Early Learning Inventory

1st Grade:

- mClass/DIBELS 8

2nd Grade:

- COGAT – January
- ITBS – February
- mClass/DIBELS 8

3rd Grade:

- Beginning-of-Grade Reading: September
- mClass/DIBELS 8
- End-of-Grade: May - June

4th Grade

- End-of-Grade: May - June

5th Grade

- End-of-Grade: May - June

6th Grade

- Benchmark Assessments
- Final Exams

7th Grade

- Benchmark Assessments
- Final Exams

8th Grade

- Benchmark Assessments
- Final Exams

9th-12th Grades

- End-of-Course: January (fall courses), May-June (spring and yearlong courses)
- Benchmark Assessments
- Final Exams

10th Grade

- PreACT - November

11th Grade

- PSAT – October
- ACT – March

12th Grade

- WorkKeys – November, February

English Language Proficiency Test

- WIDA Screener upon initial entry
- ACCESS for ELLs – January - March

PSAT scores are not reported to colleges but give an indication of how well a student can expect to score on the SAT.

SAT

The SAT is used to predict academic performance in college. Most students who take the SAT plan to go to college. Many colleges use the score as part of the admissions process.

The SAT consists of three sections: reading, math and writing/language. The test format includes an essay, short reading passages and multiple-choice questions.

Some colleges also require students to take one or more SAT subject tests.

The SAT is offered several times a year on Saturdays. A fee is charged. Some students may be eligible to have their fees waived; contact your school counselor or www.collegeboard.org for more information.

ADVANCED PLACEMENT EXAMS

Students in Advanced Placement courses are required to take the nationally administered Advanced Placement exams in May. Those students who score well can earn college credit or advanced college placement.

Students must pay for the exams unless funds are provided by the NCDPI. Students must take the exam to earn full quality points for taking an AP course. Financial assistance is available based on need. For more information, please call the AP Coordinator at your school.

INTERNATIONAL BACCALAUREATE

Students in the International Baccalaureate Diploma Programme at Parkland High School take tests at the end of each year in several subjects. Scoring well enough on these tests can earn college credit at participating schools.

Students must pay for the exams unless funds are provided by the NCDPI. Students may be eligible to have their fees waived; contact the Parkland High School counseling office for more information.

PREPARING FOR TESTING

There are several things adults can do to help their child do well on test days.

- Be sure that your child gets a good night's sleep before the test.
- Be sure that your child eats a good breakfast.
- Encourage your child to listen to the directions and to the amount of time allowed for each section.
- Be sure that your child has the pencils or other items that are needed.
- Be sure that your child is at school on time.
- Do not schedule dental or medical appointments on test days.
- Recognize that the tests are important, but do not make your child nervous.

Driver's License Eligibility

North Carolina legislation is designed to motivate and encourage students to complete high school.

In order to receive a driver's license or permit, a student under the age of 18 must allow the

N.C. Department of Motor Vehicles access to the student's educational records to show that he or she has made adequate academic progress in the previous semester in order to obtain a Driving Eligibility Certificate.

In addition, the student's driving permit or license will be revoked if the student does not make adequate academic progress each semester, drops out, or is suspended/expelled for more than 10 consecutive school days.

There may be exceptions, such as medical problems, for work or for exceptional children. Refer to your local high school's website for processes on how to obtain the driver's eligibility certificate. For information on the driver's education class and registration, please refer to ncdrivingschool.com.

Dual Enrollment

CAREER & COLLEGE PROMISE

Career and College Promise is North Carolina's dual enrollment program that allows high school students who meet the eligibility requirements to take classes at the state's community colleges. These classes are tuition-free (books are also supplied) and may count both towards the high school diploma and earn college credits. There are no fees for the program unless students take nine or more credits. CCP allows high school students to get a jump start on their college and workforce preparation, saving both time and money. If you are a junior or senior and you have an unweighted 2.8 or higher GPA, you are eligible. Freshman and Sophomore students who are AIG Certified may be eligible for enrollment, but need to work with their School Counselor or CCP advisor for requirements and obtain approval of the School Principal or designee.

Grades earned in CCP become a part of the student's high school transcript. For more information, please visit your local high school student services websites, speak with your school counselor and/or refer FTCC-CCP site forsythtech.edu/courses-programs/degrees/high-school-programs.

Homework

Homework strengthens skills, develops self-discipline and shows areas that need attention. As a parent, you are responsible for supporting the teacher's efforts by ensuring that your child completes homework assignments. Children are responsible for doing their work.

HELPING WITH HOMEWORK

Parents can do their part by:

- Providing a comfortable place for their child

- to do homework, such as a table or desk with enough light for reading
- Scheduling a regular time for homework
- Serving as a consultant about problems but not doing the child's work
- Asking the teacher if they do not understand why the homework was assigned or what it should accomplish

The amount of time needed to complete homework each day varies. The time recommendations below are cumulative amounts of time. The school-system guidelines suggest:

- Kindergarten through second grade: up to 30 minutes daily
- Grades 3rd and 4th: 30- to 45- minutes
- Grade 5th: 45- to 75- minutes
- Middle school: 45- to 90- minutes
- High school: 60- to 90- minutes

Projects, studying for tests or exams, and some courses require more homework. In advanced classes such as academically gifted, highly academically gifted, honors, Advanced Placement and International Baccalaureate – classes designed to be more challenging – students may need more than the usual recommended time to complete homework assignments.

–Policy and AR 6154

TUTORING AND OTHER SERVICES

Parents or guardians who feel that their child needs extra help or special attention should make an appointment with their child's teacher to discuss the concern. The teacher may be able to suggest some help, such as a volunteer to work with the child, or other strategies.

A school counselor also may offer references to other resources. Counselors or teachers can initiate the process of testing and evaluation to determine if a child needs specialized services through the academically gifted program or because of a physical or mental handicap or learning disability.

Private tutoring services sometimes are effective for students who have difficulty or need more personal attention than the classroom teacher or parents can provide.

Nonprofit programs, such as the NAACP, the Best Choice Center, Upward Bound and churches, also may be able to help.

Parents also may check with their schools to see if teachers are interested in tutoring. It is up to parents to determine if the person is qualified and to negotiate a price.

Getting Involved

Research shows that children do better in school **when** their parents are involved, and there are many ways to participate.

- Attend open house. Open house is held the week before each school year begins and is a great way to to familiarize yourself with a school campus, get to know your child's teacher, and receive important information and

updates about the new school year.

• **Visit your child during the year.** Visits during the school day are welcome, like joining your child for lunch. Please call ahead to schedule if you wish to visit on a school day.

• **Talk with your student about their day.** Take time to encourage your child to share what they enjoyed learning, what they might need help with, and what they are looking forward to the most.

• **Listen to announcements and read the notes and newsletters** that are sent home from school and the district. While some information is sent home, WS/FCS utilizes PeachJar to distribute information.

• **Keep a calendar of important dates.** Make sure to participate in any opportunity families have (conferences, PTA meetings, and other programs/events that are hosted by the school or the district) to learn of important updates and new programs or initiatives that support the academic and social-emotional success of your student.

• **Read the registration materials closely** before making decisions on courses.

• **Ask questions.** Teachers, school counselors and principals, as well as other staff, can explain the WS/FCS Code of Character, Conduct, and Support, choices (like magnet programs and career technical education pathways) for students, grades and many other topics.

• **Call for a conference.** Teachers are generally available before and after school. You may set up a time in advance by communicating directly with your child's teacher. Often teachers will reach out to schedule conferences throughout the school year.

• **Notify the school of changes in telephone numbers, email addresses, or home addresses.** This will allow the school to reach someone in an emergency and make sure families receive information and materials mailed to students' homes.

• **Notify the school if marital or parental status changes.** The school needs to know which parent has custody of a child. Parents who do not have custody still may be able to arrange to receive grades and information.

• **Read school-system publications** that are sent home.

• **Follow the school system on**

X (formerly Twitter) (@wsfcs),

Facebook (@wsfcsofficial), or

Instagram (@wsfc_schools).

• **Watch Cable 2** for programs about the school system, Board of Education meetings, and announcements about meetings and activities. Cable 2 can be accessed 24/7 for Spectrum subscribers or by visiting the WS/FCS website.

• **Check the school system's website:** wsfcs.k12.nc.us. The site is updated regularly with important information for students and parents.

• **Join the PTA.** Several schools have a Parent-Teacher Association (PTA). PTAs help schools

Every Student Succeeds Act: Parents' Right-to-Know

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 and replaces the No Child Left Behind Act of 2002.

Parents and families with children attending a Title I school have the right to request information about the professional qualifications of their children's teachers and teacher assistants. Information provided upon request includes:

- Whether the teacher has met state qualifications for a teaching license for the grade levels and subject area he or she is teaching.
- Whether the teacher is teaching under an emergency, lateral entry or provisional license for the subject area he or she is teaching.
- The level and subject area of any bachelor or graduate degrees or teacher certification areas earned by the teacher.
- Whether the child is provided services by paraprofessionals (teacher assistants) and their qualifications.

To request this information, please visit the Title I webpage and select "Parent's Right to Know," or contact the WS/FCS Title I Office at (336) 748-4000.

in many ways. They provide a forum for information and concerns and raise money for many individual school needs like books, playground equipment, field trips and other educational resources. Most PTAs meet at least three times a year.

• **Partner with a school.** Your business, nonprofit, community organization, or faith community is welcome to become an essential partner to support a school community with special initiatives, events, classroom and teacher support, or other sponsorships. The WS/FCS Office of Community Engagement works with community members who want to give of their time, expertise, and resources to promote positive outcomes for everyone in our schools. The Community Engagement team can help you facilitate partnerships with your student's school or another school in the district.

• **Volunteer.** Every year WS/FCS welcomes thousands of volunteers who give back to our schools and district programs. From tutoring and mentoring to helping in the office or a classroom, our students and educators benefit from their time and willingness to give. We invite you to get involved in your child's education! Every individual who would

like to volunteer must complete a volunteer application and is screened through state, national, and sex offender registry background checks in accordance with WS/FCS Board of Education Policy 4114.5. Volunteer applications are reviewed on a rolling basis by the WS/FCS Office of Community Engagement. Available volunteer interests are classified as supervised or unsupervised depending on the nature of the activity. A volunteer is assigned supervised or unsupervised status which is determined by both (1) interests selected on

the volunteer application and (2) a review of the volunteer's background checks. To review more information about available volunteer opportunities, the application process, and volunteer policies visit wsfcs.k12.nc.us/volunteer.

Buses

Bus transportation is provided to high school students who live more than 1.5 miles from their residential schools or middle and elementary students who live more than 0.5 miles from their school.

Transportation is not provided to students who transfer to a school outside their residential zone. Students who live within the designated walk zone of a school may be allowed to ride a bus if space is available. Buses will be routed within 0.5 miles of students' residences for traditional school programs. Buses may be routed to pick up students who live closer if they face hazardous conditions when walking or have special considerations.

It should not take more than 90 minutes for most students to get to school under normal conditions, although some routes — such as magnet or special programs — could take longer. Buses may use only state- or city-maintained roads and follow primary routes. Buses do not travel on private roads or stop at every house; stops must be at least 2/10 of a mile apart unless there are safety considerations. While the school system provides bus transportation for most students, it does not provide supervision of students as they travel to and from bus stops or while they wait at stops.

Parents of pre-kindergarten, kindergarten and first-grade students must provide or arrange supervision at bus stops, including someone to meet their child at the bus stop in the afternoon. If a student is given this responsibility, he or she must be at least 9 years old or in the fourth grade. If no one is at the bus stop in the afternoon to meet a pre-kindergarten, kindergarten or first grade student, the parent will be called immediately and will be told to pick up the child at the next magnet school along the route of the bus. If this happens multiple times, the student will be suspended from riding the bus.

Students in second grade or older must be responsible for their own safety as they travel to and from their bus stop. Parents can help by escorting them to and from school or the bus stop. They are encouraged to organize community watch programs to provide adult supervision.

The bus is an extension of the classroom and the same code of conduct applies during the bus ride. The principal has the authority to suspend students' bus riding privileges and to suspend them from school for misconduct on the bus.

When parents have transportation concerns, they should first call their child's school and ask for the transportation coordinator. The school system also has a special phone number, 336-748-2287, for parents to call to reach the Transportation Department.

—AR 5131 and Policy 3541

Student Email Addresses

All students receive school email accounts and will be able to send and receive email from their school addresses at school, at home, from a mobile device and anywhere they can access the Internet.

Giving each student an email address allows schools to better use SchoolNet, a statewide system of instructional tools and assessments. The student accounts also will be linked to shared word-processing and presentation documents, allowing them to work in teams and with teachers on shared projects. It will allow students to work on the same documents without needing specific software programs on their computers or devices.

Students are expected to comply with the Code of Character, Conduct, and Support and Policy 6161, Responsible Use of Technology (see page 16 and 35), when using their school email addresses.

Bring Your Own Device

Beginning in 2014-15, WS/FCS opened its computer network to students with its Bring Your Own Device (BYOD) initiative. Students, employees and visitors can use their own phones, tablets, computers and other devices to connect to the Internet on the school district's public network. The network uses filters to keep users from inappropriate sites.

With BYOD, teachers are able to design lessons that encourage students to use online research and tools. Students do not have to buy a device, and they will not be penalized if they do not have a device. Schools will use different approaches to make sure students have similar opportunities. Please talk to your teacher or principal about how BYOD is used in school.

Students are expected to comply with the Code of Character, Conduct, and Support and Policy 6161, Responsible Use of Technology (see page 16 and 35), when using the school district's network.

Child Nutrition - Meals

COMMUNITY ELIGIBILITY PROVISION

As a part of the National School Lunch Program and School Breakfast Program, Winston-Salem Forsyth County Schools Child Nutrition participates in the Community Eligibility Provision (CEP) meal service option in many of our schools. In a CEP school, all students receive a nutritious breakfast and lunch at no cost, regardless of family income. Families do not need to fill out applications if the school is a CEP school. For the list of schools participating in this program please refer to our WS/FCS Child Nutrition homepage.

Reduced-price breakfasts (free) and lunches (\$.40), as well as free meals, are available for students who qualify based on family size and income.

Responsible Use of Technology

Before using WS/FCS technology resources and computer network, including the Internet, students and parents must sign a form acknowledging that they agree to abide by Policy 6161, Responsible Use of Technology.

This policy — found on page 35 in this handbook — explains the rules for using the school district's technology and network in a way to maintain a safe, legal and responsible environment.

The forms will be sent home with students the first week of school. If you have any questions, please ask your teacher or principal.

COPYRIGHT GUIDELINES

Copyright guidelines are explained in Administrative Regulation 6161.4 and should be followed by students and faculty.

These rules are applied to all formats, including print, Internet sites, graphics, sound files, and all multimedia resources. For a copy of the regulation, visit the school system's website.



WinstonNet offers the free use of computers, free high-speed Internet access and free email at more than 40 locations across Forsyth County. Parents can use WinstonNet to stay in touch with their children's teachers and principals.

Parents and students can use WinstonNet at Winston-Salem recreation centers, Forsyth County libraries and Winston-Salem State University's community knowledge centers.

For more information, please visit www.winstonnet.org.

Returned Checks and Non-Payment of Fees

The Winston-Salem/Forsyth County Board of Education charges a \$25 fee for returned checks and a late-payment fee of 1 percent per month with a minimum of \$5 for fees and charges not paid within 30 days.

If a check is returned, parents will be called and given an opportunity to make the check good before the school system initiates a collection procedure. If the check writer does not immediately correct the problem, a written notice will be sent to the check writer informing him or her of his or her obligation and of the right of the school district to file a civil action. This action can result in civil damages of three times the amount of the check with a minimum damage of \$100 and a maximum damage of \$500 in addition to the amount of the check and the bank service fees authorized by law.

Parents may be contacted by a collection firm to collect debts and asked to pay the collection firm directly. If you have questions about a collection firm, you should call your child's school.

In addition, the school system will maintain a list of those persons who have issued bad checks and will no longer accept checks for the payment of fees or charges from those people.

Consequences, such as prohibiting students from purchasing school photographs, parking permits and other optional items, may apply to students who have not paid their debts to the schools. Schools may also suspend or deny students' participation in athletics, graduation and other events until fees are paid. Fees may be waived for students who need financial assistance and are eligible for free lunch.

– Policy 3250

	Breakfast	Lunch
Elementary	\$2.00	\$2.90
Middle	\$2.10	\$3.00
High	\$2.20	\$3.10

Meal applications are sent home at the beginning of each school year for the schools that do not participate in CEP program and can also be completed online using our secure and confidential application by visiting the WS/FCS Child Nutrition homepage. For additional forms, call the Child Nutrition office at 336-703-4275. Free or reduced-priced meals are available for students who qualify based on family size and income.

Parents are encouraged to pre-pay for meals

and check student account balances using the MySchoolBucks app. You may prepay at your child's school or prepay online by visiting the WS/FCS Child Nutrition homepage. Students may not charge meals, but occasions do arise when it is necessary for a child to be provided a meal rather than go without eating. If negative charges accrue, parents are responsible for reimbursement.

Before and After-School Care

Most elementary schools and some middle schools offer before-school care, after-school care, or both for children of working parents. The programs are located at the schools with a **few at off-site locations**. Students may be picked up by the program's bus or ride the school bus to the program if the program is in their attendance district.

The beginning time of programs is determined by the service needs at the school. Most programs begin between 6:30 a.m. and 7 a.m. and run from the end of school until 6 p.m. It is best to check in with your child's school to determine the care provider.

A fee is charged. Scholarships are available for eligible students. More information about programs and fees is available at individual schools.

After-school programs in schools do not operate when school closes early for bad weather. Many day-care providers also close in the event of bad weather. Be prepared to make other arrangements for days when there is early dismissal, late opening or closing because of bad weather.

Field Trips

Field trips supplement classroom activities and must be approved by the principal. Every attempt is made to make costs reasonable and to provide financial assistance when necessary so that all students can participate. According to Policy 6153, schools may decide to cancel or postpone field trips based on warnings of terrorist attacks issued by the U.S. Department of Homeland Security.

Fees

All middle and high school students must rent a lock for their locker for 50 cents a year. Middle and high school students who are taking physical education may pay a \$18.00 fee for a uniform. These fees, payable to the school, are due on or before September 30 of the current school year.

Some vocational courses require materials for projects, such as fabric for sewing or wood for carpentry. Students pay for the materials and own the finished projects. Some Advanced Placement courses require calculators, workbooks or handbooks that students must purchase.

Information about purchasing accident insurance is sent home with students at the beginning of the year. Proof of insurance is required for students to participate in interscholastic

and intramural athletics and extracurricular activities.

Band and orchestra students must own or rent an instrument for the entire year. Some loaner instruments are available for students who cannot afford them.

High school students can subscribe to the school newspaper and yearbook for a total of \$50 a year. Students in grades 10 through 12 may pay \$40 for a parking permit, and \$10 to park at Career Center.

The band uniform cleaning fee is \$35. School photographs are taken of all children. A basic package is \$12. If the pictures are not satisfactory, they can be retaken. Graduating seniors pay \$25 to rent caps and gowns or \$21 to buy them.

Students whose parents or guardians live outside Forsyth County pay tuition equal to the amount spent per student from local taxes. For 2016-17, the amount is \$1,975 a year.

Students who take Advanced Placement exams must pay \$95 per exam, and students who take International Baccalaureate exams must pay \$119 per exam, unless funds are provided by NC DPI.

Students must also pay for lost or damaged books, gym uniforms, supplies and equipment. Those charges vary depending on the item lost or damaged and should be paid to the school within 10 days.

–Policies and Administrative Regulations 3250 and 3250.2

Medicines

The Board of Education discourages using and taking medicine at school. Ask your licensed health-care provider if your child's prescription can be taken before or after school.

If your child must take a prescription medicine at school, you must send written permission and instructions from your licensed health-care provider. A form is available in each school office.

Health Care Available

Any student (grades pre-K-12th grade) enrolled in the Winston-Salem/Forsyth County School district can receive services through the School Health Alliance for Forsyth County's (SHA) school-based health center locations. The SHA also operates a Mobile Medical Clinic that serves students at different school locations throughout the district. The schedule for the mobile clinic can be found on our health services webpage.

The school-based health center locations are:

- Mineral Springs Elementary and Middle Schools – 4527 Ogburn Ave., Winston-Salem
- Petree Elementary School – 3815 Old Greensboro Rd., Winston-Salem
- Winston-Salem Preparatory Academy – 1215 N. Cameron Ave., Winston-Salem
- Ashley Elementary School – 1647 NE Ashley School Circle, Winston-Salem
- North Forsyth High School – 5705 Shattalon Drive, Winston-Salem

Each health center and mobile clinic location offers services in-person and virtual, and has a team of medical providers, behavioral health providers, psychiatrists, and nutrition experts. Clinic sites are open to serve students year round. SHA can provide medical exams, immunizations, nutrition counseling, and treatment of illness, injury, and diseases such as asthma, ADHD and more. The SHA also offers the full range of mental health services including mental health screening, evaluation, mental health counseling and therapy, psychiatric evaluation and consultation, and medication management. You can learn more about all services, how to enroll, and make appointments at the school-based health center or clinic location most convenient for you by calling 336-703-4273. SHA accepts Medicaid and other insurances. Services are offered without regard for the ability to pay.

Vision, Hearing, and Dental Screenings

The school system provides dental, vision, and hearing screenings to students in cooperation with the Forsyth County Health Department and other health professionals. Students in pre-kindergarten and kindergarten will receive a vision and hearing screening if not completed on their required health assessment.

Students in grades 1, 3, and 6 receive vision screenings yearly from school nurses, volunteers trained by public health nurses, or other health-education professionals. Students in other grades may be screened at the request of a staff member or the parent/guardian. Students in all grades may receive a hearing screening at the request of a staff member or the parent/guardian. Dental screenings of students in pre-kindergarten, kindergarten, third and fifth grades and exceptional children are conducted by dental hygienists from the health department.

Fund-Raising Activities

Schools and PTAs may have fund-raising activities to provide money for additional supplies, materials, field trips, equipment or other school needs. Each school may have one schoolwide fund-raising project a year. PTAs may sponsor additional fund-raising projects.

For safety reasons, elementary students may not be involved in selling products. Parents may be asked by the school PTA to sell items; your participation is voluntary. You may prefer to make a donation.

Secondary school students may sell products to raise money for the school. They may also solicit advertising for publications.

No lotteries or games of chance may be part of school fund raising. Raffles are an exception to this rule and are permitted for PTAs and booster clubs. It is also prohibited for students to be given academic credits, awards or penalties for participating or not participating in a fundraiser.

—Policy and Administrative Regulation 1324.1

Weather Closings

Our core values include being student-centered. The safety of all students and of our staff is our top priority when decisions are made about whether schools should be closed, delayed or dismissed early because of inclement, severe or winter weather.

When bad weather targets our area, WS/FCS Operations joins local public safety officials in monitoring the weather and its potential impact on the community. We must be prepared should extreme natural events pose a threat to student and staff safety.

As with any inclement weather situation, we encourage parents and staff to watch local media, answer and listen to all phone calls and messages sent by the district, and keep checking our website for any closing, delay, or cancellation information.

HOW TO FIND OUT IF SCHOOL IS CLOSED

The school system tries to make the decision to close or delay school as early as possible to make planning easier for families. As soon as the decision is made, the school system will let families and employees know:

1. by an automated phone call (make sure your contact info is up-to-date in PowerSchool)
2. on our Website, wsfcs.k12.nc.us
3. Check Cable 2
4. Social media feeds
 “X” (formerly Twitter): twitter.com/wsfcs
 Facebook: facebook.com/wsfcsofficial/
 Instagram: instagram.com/wsfcschools/
5. Via mobile alert using the WS/FCS Mobile App
6. Local television and radio stations.

About the Calendar

The calendar for each school year is adopted by the Board of Education. The superintendent recommends a calendar to the board after getting input from parents, businesses, teachers, principals and other school employees. School begins on Monday, August 28, 2023 and will end on Friday, June 7, 2024. See full calendar on page 47.

Student Services

PARENT FAMILY ENGAGEMENT COORDINATORS

Parent Family Engagement Coordinators are child advocates who serve as liaisons between home, school and community. They work to increase parental involvement by arranging conferences, providing transportation to school if necessary, assisting in the use of community resources and setting up workshops.

Parent Family Engagement Coordinators gather useful information to determine how to best meet the needs of students and make the school experience more meaningful. They collaborate with staff and support personnel to meet the individual needs of students. Parental-involvement coordinators also work to improve attendance and determine appropriate discipline referrals.

INTERVENTION SUPPORT TEAMS

If your child’s academic and/or behavioral needs are not being met through core instruction in the classroom, your child may be eligible to receive supplemental and/or intensive interventions. A referral to the school-based Intervention Support Team (IST) may be made to provide an opportunity for individualized problem solving to determine how to best support your child’s academic and/or behavioral needs. The IST is a group of professionals at the school who work together with you to better understand your child and to determine ways to assist your child in meeting academic and/or behavioral expectations.

The IST will review your child’s current and historical performance and assess specific needs to determine what additional support or instruction may be needed. The focus is on providing assistance for the child in regular education settings with specific interventions and instructional strategies. Information about the effectiveness of those strategies and interventions is collected so that decisions can be made about next steps for your child. Interventions will be provided for several weeks and then evaluated. Strategies that work will be continued, as needed. If they are not effective, others may be tried, or the child may be referred to another program for assistance.

SCHOOL COUNSELORS

School Counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Provide Individual Student Academic Planning: In collaboration with students, staff, and families, the School Counselor will support students in the development of:

- goal setting
- study skills and academic resource management
- creating academic plans that lead to the successful completion of NC graduation requirements and preparation for postsecondary option(s) of students’ choice
- college readiness and career development, Focusing on the four Es Enrollment, Employment, Enlistment, and Entrepreneurship

Provide Responsive Services: The School Counselor will provide responsive services to address students’ barriers to academic achievement. Activities may include:

- small groups
- large groups
- short-term, goal-oriented individual counseling sessions
- consultation with teachers, families, and external partners
- identify student needs and challenges
- act as a systems change agent to improve equity and access to achievement and opportunities for all students

Please note that School Counselors do NOT provide therapeutic treatment of a mental, emotional, or bodily disorder.

Provide Indirect Student Support: Indirect services may include:

- Referrals to district and community resources
- Collaborating with parents, school staff, and the community to support student achievement
- serving as a student advocate

SCHOOL NURSES

School nurses are licensed registered nurses. They visit each school regularly.

They screen for health problems and refer students for care and provide follow-up as needed. Community resources are offered to those who qualify. Students with special needs are identified and plans of care are developed based on individual need. School nurses train and supervise school personnel on prescribed treatments and administration of medication. They check records to ensure compliance with North Carolina's immunization law and requirements for physicals. They work with parents and school personnel to control outbreak and spread of communicable diseases.

School nurses also may provide education on health topics.

SCHOOL PSYCHOLOGISTS

School psychologists have a foundation in both psychology and education. They apply their knowledge and skills to meet the academic, social, behavioral and emotional needs of all students. They collaborate with others to develop interventions and instructional support to develop academic skills and interventions and support to develop social and life skills. School psychologists provide crisis support services, risk assessments and individual and group counseling. They also may provide parent-education programs and professional development activities. In addition, school psychologists provide comprehensive psychological evaluations to determine a child's strengths and needs and to help determine how best to meet those needs.

School psychologists are committed to collaborating with educators, parents and other professionals to plan ways to create safe, healthy and supportive learning environments for all children. They work to ensure that each child is able to reach his or her potential,

that any school difficulty is identified early, and that attention is paid to the prevention and treatment of children's adjustment and learning problems. The Psychological Services Department has 24 psychologists serving K-12 schools and 2 psychologists serving Pre-School Intake. There are 3 educational diagnosticians that assist psychologists with evaluations.

The Mental Health Services Program Coordinator will assist in the development, implementation, and evaluation of prevention/intervention programs and services for students in need of behavioral health services. The coordinator will also collaborate with school staff and agency partners regarding behavioral health services and support. The coordinator will act as a consultant and team member with the schools, district, and community, in the integration of services, procedures, and protocols to support children with mental health needs and their families, as well as coordinating mental health services and prevention efforts.

SCHOOL SOCIAL WORKERS

School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional, and life adjustment to school and/or society. School Social Workers are the link between the home, school, and community in providing direct as well as indirect services to students, families and school personnel to promote and support student's academic and social success.

The School Social Work Department consists of a Director, a Lead, school social workers, and speciality areas. Most schools have one school social worker, although some school social workers serve more than one school. Speciality areas include the following:

- Project HOPE is the district program serving students who are identified as homeless through the McKinney-Vento definition. A Program Manager oversees the program to ensure the district meets federal compliance requirements which include immediate enrollment and transportation to their school of origin.
- The Foster Care Point of Contact for the district works with students who are in the legal custody of DSS and ensures their educational needs are met. They attend best interest determination meetings and also assist with enrollment and other needs.
- The Social Worker for Teen Parents and Their Families has a specialized caseload and helps with the unique challenges and barriers faced by these students. They help students with tangible needs and also help them with academic needs.
- Two School Health Alliance therapists are within the School Social Work department. They are physically located at Mineral Springs campus and Ashley Elementary, assisting students with identified mental health needs and responding to crisis situations in the district.
- There are six Child and Family Support

Teams composed of school social workers and school nurses within the district that provide wrap-around services for students at risk of out-of-home placement or academic failure.

- School social workers serve on area crisis teams and also respond to crisis situations within their schools, helping with suicide and threat assessments.
- The School Social Work Department annually hosts students from various universities to serve as interns, learning about school social work and ensuring a strong future workforce.

Exceptional Children

A child with a disability means a child aged 3-21 who is determined through an evaluation process to be eligible for one of the fourteen disabling categories in accordance with state procedures and who, by reason of disability, needs special education and related services. All identified exceptional children provided specially designed instruction according to their Individualized Education Program (IEP).

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

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

For a complete explanation about parental right of students with disabilities, please consult the Procedural Safeguards: Handbook on Parents' Rights, which is available at all schools, from the WS/FCS Exceptional Children Department website or from the North Carolina Department of Public Instruction (www.dpi.state.nc.us).

PROGRAMS FOR EXCEPTIONAL CHILDREN

The primary purpose for Exceptional Children programs is to ensure that students with disabilities develop academically, physically, and emotionally through the provision of an appropriate and individualized education in the least restrictive environment. A student with a disability may qualify to receive special education and related services by meeting eligibility criteria in one of the following categories: autism, deaf-blindness, developmental delay (for children ages three through seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic

brain injury, or visual impairment including blindness. Many students with disabilities can have their educational needs met in a regular classroom using supplemental aids and services. This may include accommodations and/or modifications to the curriculum, specially designed instruction by a special education provider in an inclusive setting, or the provision of support and training for staff who work with the student. Some students with disabilities require more intensive support to be successful and may receive small group or individualized instruction by a special education teacher and/or related service provider outside of the general education classroom. Winston-Salem/Forsyth County Schools offers a full continuum of services to meet the needs of all students with a disability.

EXCEPTIONAL CHILDREN: DISABILITY CATEGORIES

The terms used in the definition of a child with a disability are defined as follows:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability. A child who exhibits the characteristics of autism after age three could be identified as having autism if they demonstrate the pattern of needs described above.

Deaf-blindness means having hearing and visual impairments that occur together. These students are served as their needs dictate.

Deafness means a hearing impairment that is so severe that the child is impaired in processing information with or without amplification. Students are served as their needs dictate.

Developmentally delayed means a child from 3 to 5 years old whose development is delayed in one or more of the following areas: physical, cognitive, communication, social or emotional or adaptive development. These students, by reason of the delay, need specialized instruction.

Students with **Emotional disability** are students who, after receiving specially designed educational support services and intervention strategies, still exhibit the inability to build or maintain satisfactory interpersonal relationships, inappropriate behavior, pervasive moods of unhappiness or depression or a tendency to develop physical symptoms over a long period of time and to a marked degree.

Hearing impaired children are those with hearing losses that are disabling educationally and developmentally (Deafness/Hearing Loss). HI students may require amplification and various instructional changes in order to make full use of school experiences. They may need interpreters, speech therapy, and/or special equipment.

Multihandicapped students have two or more disabilities occurring together to the extent that the student has severe educational needs.

Multihandicapped students are served at different locations throughout the system.

Orthopedic impairment means a severe physical impairment that adversely affects a child's educational performance. Services are based on individual needs.

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that is due to chronic or acute health problems that adversely affect a child's educational performance. Services are based on individual needs.

Specific learning disability means a disorder in the processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Conditions may include, but are not limited to, dyslexia and dyscalculia; and (ii) Disabilities not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech-language impairment means a student has a communication disorder, including impairment in fluency, articulation, voice and/or language that affect a child's educational performance. The student's IEP will specify how the services are delivered. The student's disability must have been determined to have negatively affected his or her academic success.

Traumatic brain injured means an acquired injury to the brain caused by an external physical force or internal occurrence, resulting in total or partial functional disability. Services are based on individual needs.

Visual impairment, including blindness, means an impairment in vision that even with correction adversely affects a child's educational performance. Services are based on individual needs.

Students with **intellectual disabilities (mild, moderate and severe)** have significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

Special Education Programs

Most students with disabilities are educated in the general education classroom and receive their special education through a co-teaching arrangement between the EC teacher and the general education teacher. Other students require more direct special education because, even with appropriate modifications and accommodations, they cannot be educated successfully in the general education classroom.

CURRICULUM SUPPORT CLASSROOMS

Curriculum support classrooms are available in all elementary zones for students who

require direct instruction in a more restrictive environment for some period of the school day.

Curriculum Support: General

Some students who require sustained support (immediate support and supervision) receive some or all of their education in General Curriculum Support classrooms. These students require modifications and accommodations to access the NC Future Ready Course of Study and a focus on personal independence and social responsibility (adaptive behavior).

Curriculum Support: Functional

A small number of students require more intensive support in order to achieve their IEP goals and access the curriculum. Classes for these students address the North Carolina Extended Content Standards and special functional curricula that include academics, independent living, socialization, and for older students, vocational training and transition to job placement. Students requiring intensive support may require special facilities and other services.

Future Ready Core Occupational Course of Study

The Future Ready Core Occupational Course of Study is available in all residential high schools. This diploma pathway is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. The FRC-OCS is available for those students with disabilities who require a variety of substantive instructional supports and accommodations throughout the school day to access and make progress towards grade level standards.

Focus on Achievement for Successful Transition (FAST)

FAST provides support for students with disabilities who face barriers to graduating from high school and meeting their post-secondary goals. Students with IEPs are identified in middle school for FAST support based on a rubric which assesses students risk for not graduating from high school. Supports include a structured study skills course, virtual job shadowing, and graduation coaching.

Academically/Intellectually Gifted

The Winston-Salem Forsyth County School District offers differentiated educational services for academically and/or intellectually gifted students. Students exhibiting performance capabilities beyond that of their peers in academic fields and/or intellectual areas are eligible. As indicated by North Carolina's Gifted Education legislation (Article 9B), "outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor (1996, 2nd Ex. Sess., c. 18, s. 18.24(f)). As a district, we strive to identify and serve all students who demonstrate a need for support beyond that provided by the traditional educational program. A district-wide AIG screening process

to determine which students require services is in place. Initial aptitude and achievement evaluations are administered to all second graders and services begin for eligible students the following year. Additional screenings are offered in subsequent years based on exceptional classroom performance or standardized achievement test scores.

From third to eighth grade, students may be eligible for Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), Academically Gifted (AG) or Highly Academically and Intellectually Gifted (HAG) services. Gifted Services are available in each of our schools from grades three to twelve. Depending on the school's enrollment of AIG students, services are provided through a resource room pull-out, part day, or full day schedule.

Students demonstrating particularly unique educational needs are invited to attend our Highly Academically Gifted program, which provides differentiated instruction in all core subject areas. In kindergarten, first, and second grade, students demonstrating high performance capabilities may be referred for consultative nurturing and enrichment services.

At the high school level, open registration is available with options including Advanced Placement, Pre-Advanced Placement, International Baccalaureate, and other college level courses. AIG screening, eligibility, and service policies are outlined in the district's local 2022-2025 AIG Plan for Services as well as the AIG Handbook.

For more information about the AIG

program, please visit our Gifted Department webpage,contact the AIG coordinator at your child's school, or call the district AIG Director at (336) 748-3426. You are also welcome to email us at giftedprograms@wsfcs.k12.nc.us.Students must meet the graduation requirements outlined under the Future-Ready Core Course of Study in order to earn a diploma. Further information and specific course requirements are shown in the High School Reg- istration Book given to each high school student. Please review it carefully with your child to select courses that will meet his or her goals and allow for graduation. Ask your school counselor if you have questions.

Graduation Requirements

Students must meet the graduation requirements outlined under the Future-Ready Core Course of Study in order to earn a diploma. Further information and specific course requirements are shown in the High School Registration Book given to each high school student. Please review it carefully with your child to select courses that will meet his or her goals and allow for graduation. Ask your school counselor if you have questions.

OCCUPATIONAL COURSE OF STUDY

The Future Ready Occupational Course of Study (OCS) is for students with cognitive disabilities who have an Individualized Education Program (IEP) and are not enrolled in the Future Ready Core Course of Study. OCS must be selected by the student's IEP committee and is designed

for students who intend to seek employment after high school.

Occupational Prep courses include 150 hours of school-based training, 225 hours of community based training, and 225 hours of competitive employment. A career portfolio and presentation are also required.

NB: For the Classes of 2022-2024, graduation requirements in the table above are correct. For the Class of 2025, OCS graduation requires 4 units of English, 4 units of Math, 4 units of Social Studies, 3 units of Science, 2 Units of PE/ Life Skills/Health (PE/Health= State Mandate & PE/Life Skills= District Mandate), 4 units of CTE, 2 units of Employment Preparation, and 600 Hours of Work- Based Training (150 hours of School-Based Learning, 225 hours of Community-Based Vocational Training, and 225 hours paid of Competitive Employment).

ESL Program

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 English language assessment. Upon completion of the assessment, a student may be identified as an Multilingual Learner (ML) and given options of ESL (English as a Second Language) service.

The ESL program serves students whose

CLASSES OF 2020 AND BEYOND: FUTURE READY CORE COURSE OF STUDY

Subjects	Future-Ready Core	Occupational
English	4 units (I, II, III, IV)	4 units of Occupational English
Mathematics	4 units (NC Math I, II, III, and one additional credit based on post-secondary plans) Examples of additional math courses are: NC Math IV, Discrete Math, Pre-Calculus, or AP Calculus	3 units of Occupational Mathematics
Science	3 units (Biology, a physical science, Earth/Environmental Science	2 units of Occupational Science
Social Studies	4 units (World History, The Founding Principals: Civics and Economics or Civic Literacy, American History or AP/IB History, Economics & Personal Finance.	2 units of Occupational Social Studies
Phys. Ed. and Health	1 unit	1 unit
Electives (2)	Any combination of CTE, Arts Education or World Language	4 units in CTE pathway
Electives (2)	Any two electives from CTE, JROTC, Arts Education, World Language or any other subject area	Not required
Electives or Other Requirements	Not required	6 units Occupational Prep
Totals	22 units	

first language is not English and who need support in 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. ML students will take the ACCESS assessment annually to measure improvement in English language skill. Students are eligible to remain in the program until their English ACCESS scores indicate they are proficient in English. ML students are assigned to regular classes but also receive daily instruction in English as a Second Language from a highly qualified ESL teacher.

Title I Services

Elementary, middle and high school students in qualifying schools participate in a federal-funded Title I program. Schools are designated as Title I based on the school membership's percent low income.

Title I programs generally offer a variety of supplemental services, including additional instructional and support staff, extra time for instruction, professional development of teaching methods, and instructional supplies and materials. Schoolwide programs serve all students in the school in meeting state standards and assessments.

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

Board of Education

The WS/FCS Board of Education is composed of nine members who serve four-year terms that expire in 2026. The county is divided into two districts, with two members elected from District 1, four from District 2, and three at large. Members receive compensation equal to one half the amount paid to the county commissioners. The board acts only when meeting in official session with a quorum of five members. A majority of the members present is required for a motion to pass. No one acts in the name of the board unless authorized by the board to do so.

THE SUPERINTENDENT IS APPOINTED

Superintendent Tricia McManus was appointed by the Board in 2021, after serving as Interim Superintendent since November 2020. She directs the school system in accordance with board policy and state law. She manages the budget, supervises staff and students, and makes recommendations about the operation of the school system to the board.

THE BOARD USUALLY MEETS TWO TIMES EACH MONTH

The board generally meets on the second and fourth Tuesday of each month. The board

schedule is available online at wsfcs.k12.nc.us/boecalendar. Meetings begin with a closed session at 5:30 p.m. and go into open session at 6:30 p.m. in the auditorium at the Education Building, 4801 Bethania Station Road. Meetings are televised on Cable 2 and are open to the public, except when the board is in closed session.

THE PUBLIC IS INVITED

The public is invited to participate in board meetings. An agenda will be at the media table in the back of the auditorium. They also are available online at the Board of Education section on the school system's website.

To speak to the board, please register at the media table. People may speak on agenda items during the "Public Comments on Agenda Items" portion of the meeting. People who wish to speak on agenda items must sign up by 6:30 p.m.

Other comments are heard during the "Meeting Open to the Public" segment of the evening. Speakers may sign up to speak during that time period at any point during the meeting. Please limit your remarks to three minutes. The board recorder will time each speaker. Although the board will listen to your concerns about individual school problems, it recommends first working with teachers and principals, who can resolve most problems. If you believe that a law, policy or rule has been violated, you should use the grievance procedure established by the board and explained on page 33.

Matters that cannot be resolved at the school level should be taken to the appropriate Area Superintendent, then to the superintendent, before approaching the board.

Nondiscrimination Under Federal Grants and Programs

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by Winston-Salem/Forsyth County Schools. If you believe that you or your child has been subjected to discrimination, you may contact the Section 504 Program Manager, Angela Alford, at (336)748-4000 ext. 70940.

STUDENTS WITH DIABETES

Any child with diabetes is entitled to an Individual Diabetes Care Plan to address his or her monitoring and medicating needs. Under state law G.S. 115C-47, parents may request such a plan for their child.

Such plans are developed by the child's diabetes health care provider, usually a doctor or a nurse. The plan outlines the steps to be taken at school to monitor or administer blood sugar measurements, nutrition, and medication, including insulin.

To receive a form to request an Individual Diabetes Care Plan for a child with diabetes, contact your school's 504 Coordinator.

– Policy 3250

WS FCS
Board of Education
2022-2026



Robert Barr



Alexandre Bohannon



Trevonia Brown-Gaither



Sabrina Coone



Leah Crowley



Deanna Kaplan



Susan Miller



Richard Watts



Steve Wood

TO CONTACT A BOARD MEMBER BY PHONE, CALL (336) 703-4264.

Administration Contacts

Here are frequently called phone numbers for school information. If you have a question, call your child's principal, the appropriate Area Superintendent or division director. If the number you need is not listed, please call 336-727-2816 and ask for help.

DR. FABBY WILLIAMS, DEPUTY SUPERINTENDENT OF SCHOOLS	336-748-4044
DR. FREDRICCA STOKES, ASSISTANT SUPERINTENDENT OF STUDENT SERVICES	336-727-2912
DR. TIMISHA BARNES-JONES, ASSISTANT SUPERINTENDENT OF TALENT DEVELOPMENT & SCHOOL TRANSFORMATION ...	336-748-4000 ext. 70566

OTHER ADMINISTRATORS

Advanced Learning	336-748-3426	Erin Edwards
Athletics HS	336-748-4000, ext. 70185	John Sullivan
Athletics MS	336-748-4000, ext. 70407	Alexis McCoy
Attorney	336-727-2509	Dionne Jenkins
Cable 2	336-727-8213	Chris Runge
Child Nutrition	336-771-4526	Ekta Patel
Communications and External Relations	336-727-2696	Brent Campbell
Community Engagement	336-727-2696	Mark Batten
Construction	336-727-2616	Nick Seeba
Counseling	336-727-4000	Elementary School: Patricia Durham Middle School: Felicia Tubbs High School: Kenya Rocker
Driver Education	336-748-4000, ext. 70950	Charles Jarman
Drug & Alcohol Abuse	336-727-2912	Latrayl Adams
Environmental Affairs	336-661-4974	Justin Thornton
Equity	336-748-4000	Effie McMillian
Exceptional Children	336-727-2083	Tammy Norwood
Federal Programs	336-727-2210	Kelly Hales
Finance	336-727-2822	Thomas Kranz
Magnet and Choice Schools	336-748-3302	Frank Pantano
Maintenance	336-661-4999	Justin Dyson
Human Resources	336-727-4079	Christopher Weikart
Operations	336-727-2527	Lauren Richards
Psychological Services	336-727-8080	Heather Schwickrath
Records (Transcripts)	336-727-2756	Clinton Wilson
Rental of School Facilities	336-727-2527	Terri Voss
School Social Work Services	336-748-4008	Sheila Thorp
Section 504 Compliance	336-748-4000, ext. 70940	Angela McHam
Student Assignment	336-748-3302	Magan Wiggins
Safety	336-727-2526	Ward Smith
Security	336-727-2527	Jonathan Wilson
Technology	336-727-8024	Kevin Sherrill
Transportation	336-748-2287	Tisha Davidson

Winston-Salem/Forsyth County

Area Superintendents

DR. QUINCY WILLIAMS

North
Career Center
Carter High School
Carver High School
Childrens Center
Early College of Forsyth
Forsyth Middle College
Gibson Elementary School
Ibrahim Elementary School
John F. Kennedy High School
Lowrance Middle
Mineral Springs Elementary School
Mineral Springs Middle School
North Forsyth High School
North Hills Elementary School
Northwest Middle School
Old Richmond Elementary School
Old Town Elementary School
Paisley IB Magnet School
Rural Hall Elementary School
Speas Global Elementary School
The Special Children's School

CARMEN CONCEPCION

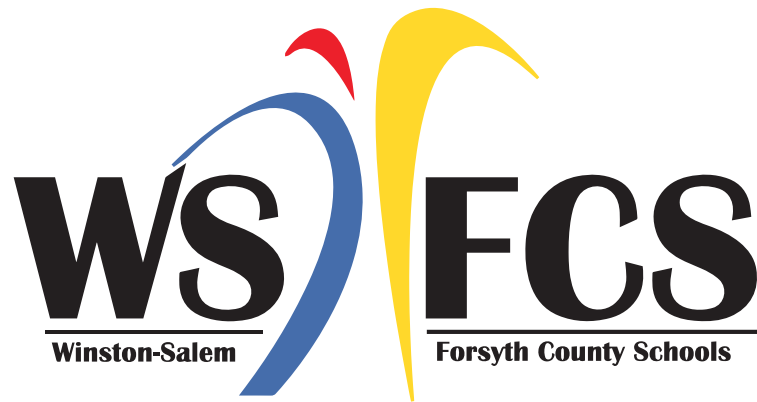
East
Atkins High School
Caleb's Creek Elementary School
Cash Elementary School
East Forsyth High School
East Forsyth Middle School
Forest Park Elementary School
Glenn High School
Hall-Woodward Elementary School
Kernersville Elementary School
Kernersville Middle School
Middle Fork PreK Center
Petree Elementary School
Piney Grove Elementary School
Sedge Garden Elementary School
Smith Farm Elementary School
Southeast Middle School
Union Cross Elementary School
Walkertown Elementary School
Walkertown High School
Walkertown Middle School

FELICIA DAVIS

South
Ashley Academy
Brunson Elementary School
Cook Literacy Model School
Griffith Elementary School
Hanes Magnet School
Kimberley Park Elementary School
Kimmel Farm Elementary School
Kingswood
Konnoak Elementary School
Main Street Academy
Moore Elementary School
Parkland High School
Reynolds High School
Sherwood Forest Elementary School
South Fork Elementary School
The Downtown School
Virtual Academy
Whitaker Elementary School
Wiley Magnet Middle School
Winston-Salem Preparatory Academy

DR. JILL HALL-FREEMAN

West
Bolton Elementary School
Clemmons Elementary School
Clemmons Middle School
Diggs-Latham Elementary School
Easton Elementary School
Flat Rock Middle School
Jefferson Elementary School
Jefferson Middle School
Lewisville Elementary School
Lewisville Middle School
Meadowlark Elementary School
Meadowlark Middle School
Morgan Elementary School
Mount Tabor High School
Philo-Hill Magnet Academy
Reagan High School
Southwest Elementary School
Vienna Elementary School
Ward Elementary School
West Forsyth High School



Policies and Administrative Regulations

POLICY 1170

Civility

I. Conduct of parents, other visitors and district employees.

It is the intent of the Winston-Salem/Forsyth County Board of Education to promote mutual respect, civility and orderly conduct between and among employees, volunteers, parents and the public. It is not the intent of the Board of Education to deprive any person of freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff, parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board of Education encourages positive communication and discourages volatile, hostile, threatening, profane or aggressive communications or actions.

A. Expected level of behavior:

1. WS/FCS employees shall treat each other, students, volunteers, parents and other members of the public with courtesy and respect.
2. Parents and visitors shall treat students, teachers, volunteers, administrators and WS/FCS employees with courtesy and respect.

B. Unacceptable behavior:

1. Spectator misconduct. Any person, including an adult, attending a school sponsored extra-class or extra-curricular activity such as an interscholastic athletic contest, who behaves in an inappropriate, disorderly or unsportsmanlike manner during the event or activity may be ejected from the event by the principal, assistant principal, school athletic director, head coach or any law enforcement officer.¹

2. Disorderly conduct. Disorderly conduct includes, but is not necessarily limited to: behavior interfering with or threatening to interfere with the operation of a classroom or school, an employee's office or office area, areas of a school or facility whether open or closed to parents/guardians and the general public. Disorderly conduct is a public disturbance intentionally caused by any person who:

a. engages in fighting or other violent conduct or in conduct creating the threat of imminent fighting or other violence; or

b. makes or uses any utterance, gesture, display or abusive language which is intended and plainly likely to provoke violent retaliation and thereby cause a breach of the peace; or

c. takes possession of, exercises control over, or seizes any WS/FCS owned, leased or operated building or facility without the specific authority of

the principal or superintendent, or an authorized representative; or

d. refuses to vacate any WS/FCS owned, leased or operated building or facility in obedience to the superintendent, principal, an assistant superintendent, department director or manager, an assistant principal or a school resource officer or other law enforcement officer; or

e. engages in any sitting, kneeling, lying down, or inclining so as to obstruct the ingress or egress of any person entitled to the use of any WS/FCS owned, leased or operated building or facility in its normal and intended use; or

f. congregates, assembles, forms groups or formations (whether organized or not), blocks, or in any manner otherwise interferes with the operation or functioning of any WS/FCS owned, leased or operated building or facility so as to interfere with the customary or normal use; or

g. disrupts, disturbs or interferes with the teaching of students at any school or other WS/FCS owned, leased or operated location where teaching of students is occurring or engages in conduct which disturbs the peace, order or discipline at any WS/FCS owned, leased or operated school, building or facility or on the grounds adjacent thereto; or

h. engages in conduct which disturbs the peace, order, or discipline on any public school bus or public school activity bus.

3. Disorderly/disrespectful language. Using lewd, vulgar, or indecent language; shouting, swearing, cursing or display of temper.

4. Assaults/threats. Assaulting or threatening to do bodily or physical harm to a teacher, school administrator, school employee, student or volunteer, regardless of whether the behavior constitutes or may constitute a criminal violation. Pursuant to N.C.G.S. § 14-33, it is a Class A1 misdemeanor to assault a school employee or school volunteer when the employee or volunteer is discharging or attempting to discharge his or her duties as an employee or volunteer, or to assault a school employee or school volunteer as a result of the discharge or attempt to discharge that individual's duties as a school employee or school volunteer. For purposes of this policy, the following definitions shall apply:

a. "Duties" means:

- (1) all activities on school property;
- (2) all activities, wherever occurring, during a school authorized event or the accompanying of students to or

from that event; and

- (3) all activities relating to the operation of school transportation.

b. "Employee" or "volunteer" means:

- (1) an employee of the board of education;

- (2) an independent contractor or an employee of an independent contractor of the Board of Education, if the contractor carries out duties customarily performed by employees of the school; and

- (3) An adult who volunteers his or her services or presence at any school activity and is under the supervision of a person listed in Section I.B.4.b.i and Section I.B.4.b.ii.

5. Willfully trespassing upon, damaging, or impeding the progress of a public school bus or public school activity bus.²

a. No person shall unlawfully and willfully demolish, destroy, deface, injure, burn or damage any public school bus or public school activity bus.

b. No person shall enter a public school bus or public school activity bus after being forbidden to do so by the authorized school bus driver in charge thereof, or the principal of the school to whom the public school bus or public school activity bus is assigned.

c. No occupant of a public school bus or public school activity bus shall refuse to leave the bus upon demand of the authorized driver in charge thereof, or upon demand of the principal of the school to which the bus is assigned.

d. No person shall unlawfully and willfully stop, impede, delay, or detain any public school bus or public school activity bus being operated for public school purposes.

e. Subsections (b) and (c) of this section shall not apply to a child less than 12 years of age, or authorized professional school personnel.

6. Vandalism. Damaging or destroying property owned, leased or operated by a school or WS/FCS.

7. Alcohol and/or drug possession or use. Possessing or being under the influence of any alcoholic beverage or illegal controlled substance.

8. Possession of a weapon as defined by N.C.G.S. § 14-269.2.

9. Any other behavior disrupting or threatening to disrupt the orderly operation of a school, classroom or any other WS/FCS owned, leased or operated building or facility.

10. Abusive, threatening or obscene e-mail or voice mail messages, sent via facsimile

or other electronic or written medium.

C. Parent recourse: Any parent believing he/she was subject to behavior in violation of this policy by any WS/FCS employee or volunteer should bring such behavior to the attention of the principal, the employee's immediate supervisor, or the appropriate assistant superintendent.

D. Authority of school personnel:

1. Termination of meeting or telephone conversation. If any employee, volunteer or member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference or telephone conversation.

2. Removal from school premises. Any individual who engages in unacceptable behavior as defined in this policy may be directed to leave the school or WS/FCS owned, leased or operated building or facility by the principal or assistant principal, any assistant superintendent, the superintendent, a school resource officer or other law enforcement officer, or the WS/FCS director of security. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.

3. Limitations on access to school premises. Any non-employee who engages in unacceptable behavior as defined in this policy may be prohibited by a principal, an assistant superintendent or the superintendent or his designee from being present on the premises of a school or other building or facility owned, leased or operated by WS/FCS.

4. Exclusion from extra-curricular activities. A principal, the superintendent or the appropriate assistant superintendent may exclude from or deny permission to attend any school extra-class, extra-curricular and/or athletic events any person who engages in unacceptable behavior as defined in this policy.

- February 2010

¹N.C.G.S. §14-288.4

²N.C.G.S. §14-132.2

POLICY 1210

Parent-Teacher Association

I. The Winston-Salem/Forsyth County School Board recognizes the tremendous value of the Parent-Teacher/Student Association Council(s) and the individual PTA/PTSA organizations.

II. Representatives and members of these groups shall in all instances be considered as sincerely interested friends of the schools and as staunch supporters of public education in this school system.

III. All personnel shall be encouraged to join the association and to participate actively in its programs. The Board requests that they conduct themselves in such a way as to perpetuate the country-wide orientation of the association, an outlook which the Board believes to be of the highest value in the operation of its educational program.

IV. Release of Directory Information.

A. In recognition of the purpose and function of the individual school PTA/PTSA as school related and affiliated organizations and their need to communicate with the parents of school children in order to carry out effectively their purpose and function, the Board of Education authorizes the Superintendent and the principals of the individual schools to release the following directory information to individual school PTA/PTSA's:

1. Student names,
2. Parents/guardians names,
3. Home addresses,
4. Email addresses,
5. Cell phone numbers, and
6. Home telephone numbers.

B. In accordance with federal law¹, the Board of Education shall publish annually in the Parent Handbook a notice to parents informing them of this policy and of their right and opportunity to object to the release of any or all of the above listed directory information to their school's PTA/PTSA.

C. Any PTA/PTSA that requests and receives the above described directory information must agree to use this information for PTA/PTSA and school purposes only. The PTA/PTSA shall not have the right or privilege to give, copy and/or distribute this directory information to any other person, business, charitable organization, or legal entity unless such person or organization is acting for and in behalf of a PTA/PTSA program or activity. In the event a PTA/PTSA violates this policy and gives this directory information to others, the Board of Education authorizes the Superintendent and/or the individual school principal to demand the return any and all directory information from the PTA/PTSA and to withhold a school's directory information from the school's PTA/PTSA in the future.

- May 2015

¹The Family Educational Rights and Privacy Act, 20 U.S.C.A. §1232g.

POLICY 1215

Parent Involvement

I. The Winston-Salem/Forsyth County Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the school system's goal of educating all students effectively, the schools and parents must work as knowledgeable partners. WS/FCS and each school supports the active and ongoing involvement of parents in the planning, review and improvement of instructional programs, as well as the planning, review and improvement of the school system and school-level parental involvement policies.

II. Although parents are diverse in their cultures, languages and needs, they share the commitment of WS/FCS to the educational success of their children. WS/FCS and its schools, in collaboration with parents, shall establish programs and practices to enhance parent involvement and reflect the specific needs of students and their families.

III. The Board of Education promotes and supports parental involvement in student learning, achievement at school and at home, and encouragement of students toward graduation. The Board of Education will implement policies to communicate with parents regarding expectations for students and student progress, graduation requirements and available course offerings, to provide increased opportunities for parental involvement in schools, and to create an environment in the schools conducive for parental involvement.

IV. The board supports the development, implementation and regular evaluation of a parent-involvement program, to involve parents at all grade levels in a variety of roles, in each school. The parent-involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- A. Regular and meaningful communication between home and school
- B. Responsible parenting is promoted and supported
- C. Parents play an integral role in assisting students' learning
- D. Parents are welcome in the school, and their support and assistance are sought
- E. Parents are full partners in the decisions that affect children and families
- F. Community resources are made available to strengthen school programs, family practices and student learning

V. The Board of Education supports professional development opportunities for staff members to enhance understanding of effective parent-involvement strategies. This board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

VI. In addition to programs at the school level, the board supports the development, implementation and annual evaluation of a program to involve parents in WS/FCS decisions and practices, using to the degree possible, the components listed above.

VII. Engaging parents/guardians is essential to improved student achievement. The Board of Education shall foster and support active parent involvement. Parent participation in the education of their children will be supported at various levels of involvement. School-and parent-involvement activities may include: annual meetings; regular meetings; training opportunities; coordination with other programs; opportunities for involvement of Multilingual Parents and parents with disabilities; evaluation of parent-involvement programs; opportunities to volunteer, participate and observe in class activities; Title I School/Parent Compact and Title I School Parent Family Engagement Policy; and school policies.

VIII. The Board of Education encourages local businesses to adopt and include as part of their personnel and leave/vacation policies and procedures time for employees who are parents or guardians to attend conferences with their children's teachers, to attend their children's school performances and school activities, and to volunteer at WS/FCS schools.

– October 2009

POLICY CODE: 1331

Tobacco Free Schools

I. Introduction. The Winston-Salem/Forsyth County Board of Education recognizes the use of tobacco products may pose a health, safety, and environmental hazard. The Board believes the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors. The Board acknowledges adult employees and visitors serve as role models for students and recognizes it has an obligation to promote positive role models in schools and a healthy learning and working environment, free from second-hand smoke and tobacco use for the students, employees, and visitors on the school campus.

II. Effective Date. This policy shall be effective on July 1, 2008.

III. Tobacco Use Prohibited.

A. A student may not possess, display or use tobacco products at any time in any building, facility, or vehicle owned, leased, rented or chartered by the Board or a school, on any school grounds and property, including athletic fields and parking lots, owned, leased, rented or chartered by the Board, or at any school-sponsored or school-related event on-campus or off-campus. This prohibition applies even when a student is on school grounds as a visitor or spectator.

B. School employees, volunteers and visitors are prohibited from using tobacco products at any time in any building, facility, or vehicle owned, leased, rented or chartered by the Board or a school, on any school grounds and property, including athletic fields and parking lots, owned, leased, rented or chartered by the Board, or at any school-sponsored or school-related event on-campus or off-campus. This prohibition applies even when such persons are on school grounds as a visitor or spectator.

C. Tobacco products may be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

IV. Definitions.

A. "Tobacco product" is defined to include cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.

B. "Tobacco use" includes smoking, chewing, dipping, or any other use of tobacco products.

C. "Student" is defined as any person enrolled in a public or private elementary or secondary school, Grades K -12.

D. "Employee" or "staff member" is defined as anyone who is employed by WS/FCS whether fulltime, part-time, regular or temporary.

E. "Visitor" is defined as anyone other than a student or employee who visits a school, a school system facility or a school sponsored program or activity on or off a school's campus.

V. Signage and Notice.

A. Signs will be posted on school campuses and facilities in a manner and location that adequately notify students, staff and visitors of this policy.

B. Notice of this Policy shall be posted on the WS/FCS website and Cable TV channel and included in athletic programs, drama programs, parent and student handbooks or any appropriate school or school system publication.

VI. Enforcement for Students.

A. Principals and assistant principals shall be responsible for the enforcement of this policy at their school.

B. Consequences for students engaging in the prohibited behavior shall be as provided in AR 5131, "Guidelines for Student Discipline."

C. Students who violate the school district's tobacco use policy should be referred to

the guidance counselor, a school nurse, or other health or counseling services for health information, counseling and referral. The administration will consult with appropriate health organizations in order to provide student violators with access to an Alternative to Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that students can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs. Parents/guardians will be notified of all violations and actions taken by the school. Schools may also use community service as part of the consequences.

D. Out-of-School Suspension will only be used after a student has three or more prior violations or refused to participate in an ATS program.

VII. Enforcement for Staff.

A. The principal, or his/her designee, or the highest ranking administrator, or his/her designee (at a non-school facility) shall be responsible for the enforcement of this policy as it applies to employees and visitors.

B. After July 1, 2008, failure to adhere to this Policy may be noted in an employee's evaluation, and an employee may be disciplined accordingly.

VIII. Enforcement for Visitors. Visitors using tobacco products will be asked by school administrators or their designees to refrain from the use of tobacco products while on school property or to leave school property if they need to smoke or use tobacco. School Resource Officers and other law enforcement officers may be notified if the person refuses to comply with the policy. Visitors who repeatedly and intentionally violate the policy may be barred from school property.

IX. Opportunities for Cessation. WS/FCS administration will consult with the county health department and other appropriate health organizations to provide students and employees with information and access to support systems, programs and services to encourage them to abstain from the use of tobacco products.

X. Prevention Education. WS/FCS administration will consult with appropriate health organizations to identify and provide programs or opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean and inviting school environment.

- August, 2007

AR 4114.5

Volunteer Screening Procedures

I. Introduction. The WS/FCS appreciates the services provided to students and staff by its numerous volunteers. The purpose of this regulation is to set forth the procedures for the screening, training and supervision of volunteers (other than WS/FCS employees) within WS/FCS.

II. Responsibility for Screening. The WS/FCS Office of Community Engagement coordinates the WS/FCS Volunteer Program. School based Volunteer Coordinators/Faculty Advisors must ensure that all volunteers in their school have been properly screened consistent with the requirements set out herein. The Volunteer Coordinator/Faculty Advisor will use the approved volunteer list to identify people who can assist with specific volunteer task. The volunteers listed in volunteer database have already been vetted for the appropriate clearance level according to the task they selected. Daily checks of this list will need to be performed as volunteer status can change overnight. Volunteers who are referred through other agencies are subject to screening requirements consistent with those listed herein.

III. Procedures for Registering as a Volunteer.

A. Every person who wishes to serve as a volunteer in the WS/FCS must register through the WS/FCS online volunteer registration system.

B. Every applicant will be required to check in with the school office to verify their identity before they begin volunteering.

C. Every applicant must undergo a national criminal background check, a local AOC background check, and a national sex offender registry check; registered sex offenders will not be allowed to volunteer.

D. Applicants who have been charged with or convicted of the following offenses will not be allowed to volunteer until the charges are dismissed or the conviction is expunged:

1. Murder;
2. Conspiracy or solicitation to commit murder;
3. Rape or sexual offense;
4. Felonious assault with a deadly weapon with intent to kill or inflicting serious injury;
5. Kidnapping;
6. Abduction of children;
7. Crime against nature;
8. Incest;
9. Employing or permitting minor to assist in offense against public morality and decency;
10. Dissemination to minors;
11. Displaying material harmful to minors;

12. Participating in prostitution of a minor;
13. Taking indecent liberties;
14. Solicitation of a child by computer to commit an unlawful sex act;
15. Prostitution;
16. Child abuse; or

17. Any other crime if there is a reasonable and adverse relationship between the underlying conduct and the person's ability to be an effective school volunteer, taking into account the nature, severity, recency of the conviction, and age of the applicant at the time of the incident.

E. Once registered, all volunteers will be screened nightly through the North Carolina Administrative Office of the Courts database. Volunteers charged or convicted of any of the offenses listed in section D may be restricted from volunteering until the charges are dismissed or the conviction is expunged. Volunteers may be asked to provide either their driver's license number, or an identification number issued by the state of North Carolina if there is a dispute over a search result from this database.

F. In addition to the requirements of sections D and E herein, an applicant who wishes to serve as a volunteer driver must meet the requirements of AR 4114.4, including the driving license and driving history standards stated therein. Volunteer driver history checks are valid for one year and are to be completed and reviewed each school year.

G. The WS/FCS reserves the right to review volunteer criminal history and/or driving records at any time pertinent information is received that may require an additional review.

IV. WS/FCS Employees as Volunteers. Current and retired employees are eligible to volunteer in the WS/FCS and must register as provided in section III above. An employee is not considered a "volunteer" for the purposes of this policy if he or she is fulfilling his or her regular work duties. However, if an employee wishes to chaperone a field trip in his or her child's school, for example, the employee would be treated as a volunteer while on that trip if doing so is outside of the employee's regular duties.

V. Ineligible Volunteers. All former employees of the Winston-Salem/Forsyth County Board of Education who are either coded as ineligible for rehire, were dismissed from employment, or who resigned in lieu of dismissal are ineligible to volunteer in WS/FCS.

VI. Registration and Name Tag. Volunteers must register in the school office at the beginning of each school visit. Volunteer shall wear a name tag while in the building.

VII. Volunteer Support. The staff in the WS/FCS Office of Community Engagement will provide referral assistance in developing task descriptions, and will have access to the volunteer's application and other records associated therewith.

VIII. Confidentiality. Volunteers are to be held to professional standards for maintaining the confidentiality of student records. The Principal or his/her designee will advise volunteers on the issues and importance of confidentiality of student information. Volunteers shall not be granted access to a student's education record other than directory information.

IX. Training and Support. The WS/FCS Office of Community Engagement is responsible for providing annual volunteer training and orientation for school level for Volunteer Coordinators, and regular support throughout the year as questions and issues arise.

AR 4116

Regulations for Use of Seclusion and Restraints

I. It is the policy of the state of North Carolina and Winston-Salem/Forsyth County Schools (WS/FCS) to:

A. Promote safety and prevent harm to all students, staff, and visitors in public schools.

B. Treat all students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.

C. Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.

D. Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.

E. Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

II. Physical Restraint:

A. The physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:

1. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
2. As reasonably needed to maintain order or prevent or break up a fight.
3. As reasonably needed for self-defense.
4. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
5. As reasonably needed to escort a student safely from one area to another.
6. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.

7. As reasonably needed to prevent imminent destruction to school or another person's property.

B. Except as set forth in Paragraph II, A above, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.

C. Nothing in section IV shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

D. Nothing in this subsection II shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

III. Mechanical Restraint:

A. Mechanical restraint of students by school personnel is permissible only in the following circumstances:

1. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.
2. When using seat belts or other safety restraints to secure students during transportation.
3. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
4. As reasonably needed for self-defense.
5. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.

B. Except as set forth in sub-section III, A above, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.

C. Nothing in section III shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

IV. Seclusion/Isolation: :

A. Isolating a student that maybe in danger of harming themselves or others.

B. Seclusion of students by school personnel may be used in the following circumstances:

1. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
2. As reasonably needed to maintain order or prevent or break up a fight.
3. As reasonably needed for self-defense.
4. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent

substantial destruction of school or another person's property.

- September 2022

AR 5110

Attendance and Makeup Work

I. Introduction.

There is no substitute for the uninterrupted personal contact between teachers and students in the classroom, where learning experiences are carefully planned by the teachers. Even though students may make up classwork missed because of absences, they may never be able to replace the educational, cultural and social contacts that they would have experienced through face-to-face instruction and class participation. Students with good attendance generally achieve at higher levels than those with poor attendance.

II. Absences Classified.

A. Excused. In accordance with the rules and regulations of the State Board of Education, the following conditions shall constitute valid reasons for excused absences:

1. Illness or injury.
2. Quarantine.
3. Death in the immediate family.
4. Medical or dental appointments.
5. Court or administrative proceedings.
6. Religious observances.
7. Educational opportunity.

For a more complete definition of each condition, check state Board of Education regulations.

B. Religious observances. Students, upon written request of their parents, will be granted an excused absence to observe a religious holiday or to participate in off-campus religious instruction or worship/devotional exercises.¹

1. A student shall not be excused to participate in off-campus religious instruction or worship/devotional exercises for more than two hours of an instructional day.

2. It shall be the duty of the students, with the support of their parents, to make up any work missed.

C. Educational opportunity. A student may be granted an excused absence to take advantage of a valid educational opportunity such as travel, an internship or serving as a legislative page. To be approved, the student or the student's parent must submit a written statement explaining how the experience will enhance the student's knowledge or understanding of one or more subjects contained in the N.C. Standard Course of Study. The student also must agree to write a paper or produce some other work product that shows the knowledge he/she has gained from the educational experience.

D. Exam exemptions. Students qualifying for an exam exemption pursuant to AR 5124 and not attending school or class during the specific class period in which the exam is administered shall not be counted absent from that class.

E. Pre-arranged absences. Upon the request of a parent or guardian, preferably made in writing and in a reasonable period of time before the absence, the principal may excuse a student's absence for a good and substantial cause in addition to those listed in "A" above, with one exception: secondary-school students may not be granted "prearranged absences for any cause other than those listed in 'A' above during the last ten days of the school year."

F. Pre-arranged early departure. Upon the request of a parent or guardian, preferably made in writing and in a reasonable period of time (24 hours) in advance, the principal or the principal's designee may permit a student to depart before the end of the instructional day for any of the reasons for an excused absence or for a good and substantial cause. If a student is removed without a valid reason for an excused absence or without good cause, the removal shall be considered an "unexcused" early departure.

G. Perfect Attendance Awards. Up to three (3) excused absences in a school year due to a death in the immediate family, religious observances or college scholarship interviews will not be considered in determining eligibility for perfect attendance awards.

H. Unlawful and unexcused absences. In accordance with the Compulsory Attendance Law and the Attendance Regulations adopted by the State Board of Education, an unlawful absence (sometimes referred to as unexcused absence) is defined as "a child's willful absence from school without the knowledge of the parent, or a child's absence from school without cause with the knowledge of the parent." The term "unlawful absence" applies only to the Compulsory Attendance Law.

III. Unexcused Tardiness and Early Departures.

A. Definitions.

1. Tardiness is defined as arriving to class or school after the scheduled time for class or school to begin. A tardy is considered "unexcused" unless there is a valid reason for being late. Valid reasons for being late include the reasons for an excused absence as defined above as well as circumstances beyond the control of the student, such as when a teacher or staff member detains a student.

2. Unexcused early departure is defined as the removal of a student from school prior to the end of the instructional day without a valid reason for an excused absence as defined above.

B. When tardiness or early departure is considered an absence.

1. If a student misses more than 50 percent of a class period at the secondary level, the student will be considered absent from class, except as provided in Section IV, paragraph E.

2. If a student misses more than 50 percent of a school day, the student will be considered absent from school, except as provided in Section IV, paragraph E.

C. Excessive tardiness. An accumulation of five unexcused tardies, as defined above, shall be equal to one unexcused absence for the purpose of enforcing the Compulsory Attendance Law and the provision of this regulation for addressing a student's excessive absences.

IV. Record Keeping and Reporting.

A. Each student shall be assigned to a teacher, generally the homeroom teacher, for the purpose of recording daily attendance. It shall be the responsibility of this teacher to record the daily attendance of each student assigned to him or her and to inform the students of the value and importance of regular school attendance.

B. The teacher shall inform the students that they are required to bring written excuses signed by their parent(s) or guardian(s), stating the cause of their absences on the first day back in school after an absence. Students 18 years of age and older shall be informed that, as they are adults, they may sign their own written excuses for their non-attendance.

C. If the teacher does not receive a written excuse or learn that the cause of the absence was a valid condition for an excused absence in accordance with Section II. A., the teacher shall record the absence as unexcused.

D. A principal may require a student (18 years of age or older) or the student's parent(s) or guardian(s) to provide a statement from the student's physician verifying the student's illness.

E. A child shall be recorded present for any day that he is present at a place other than the school with the approval of the principal for the purpose of attending a school activity that has been officially authorized under the policies of the board of the school administrative unit. This may include field trips, athletic contests, music festivals, student conventions, and similar activities.

V. Excessive absences, tardies, and skipping class.

A. When consecutive. The teacher shall inform the student that if they are absent or are expected to be absent for three or more consecutive days, it is the responsibility of their parents or guardians to notify the school and explain the cause for their absences.

B. When cumulative.

1. Three unexcused days, first notice, Compulsory Attendance Law. If a student accumulates three unexcused absences in a school year, the principal or a designee

shall notify the student's parent, guardian, or custodian of the child's excessive absences by telephone, note sent home with the student, and/or U. S. mail.

2. Five days, denial of course credit, middle and high school students. If a student in grades 6 through 12 is absent from school or any class five times (three for Career Center) during a grading period (whether or not the absences are excused, prearranged, unexcused, or unlawful), the teacher shall notify the principal's office and the principal or a designee shall notify the student's parents or guardians that the student's absences have become excessive and that one or more of the following actions will be considered in the order listed:

a. if the work has been satisfactorily made up, the student may be permitted to remain in class with credit;

b. if the student agrees to make up the work, he or she may be permitted to remain in class with credit and a grade of "I," incomplete, until the makeup work is completed and accepted by the teacher;

c. if the student does not make up all of his/her work, the teacher may give the student whatever grade is appropriate, including an F;

d. if the student's absences become so excessive that makeup work cannot satisfy the requirements for course credit and the majority of the student's absences were excused, the student may be permitted to remain in class with no credit or grade. If the majority of the absences were unexcused, the student may be dropped from the course and given a grade of F. In either case, a student in grade 9 or above may be permitted to transfer to Main Street Academy; or

e. if the student has an excessive number of unexcused absences, the principal may take appropriate disciplinary action.

3. Six unexcused days, second notice, Compulsory Attendance Law. If a student in kindergarten through grade 12 who is subject to the Compulsory Attendance Law has been absent without an acceptable excuse for six cumulative school days during the school year, the principal or his designee shall notify the student's parents or guardians, in writing, of their child's excessive number of unexcused absences/tardies and that (unless the child is over age 16) they may be prosecuted under the Compulsory Attendance Law (N.C.G.S. 115C-378) if the absences/tardies cannot be justified. If the child is under age 7, the notice shall inform the parent that they have the option of withdrawing the child from school in order to avoid prosecution. However, withdrawing the child may result in the child being required to repeat the grade.

A copy of this notice shall be sent to the school's social worker.

4. 10-day notice and action, Compulsory Attendance Law. If a student between the ages of 5 and 16 accumulates 10 unexcused absences in a school year, the principal shall:

a. Notify the parent(s) in writing of the child's excessive number of unexcused absences/tardies and that (unless the child is over age 16) they will be prosecuted under the Compulsory Attendance Law (N.C.G.S. §115C-378) if the absences/tardies cannot be justified. If the child is under age 7, the notice shall inform the parent that they have the option of withdrawing the child from school in order to avoid prosecution. However, withdrawing the child may result in the child being required to repeat the grade. The notice shall offer the parent the opportunity to meet or confer with the principal or a designee about the child's non-attendance.

b. Review the report or investigation of the social worker prepared under the provisions of N.C.G.S. §115C-381.

c. After reviewing the social worker's report and meeting/confering with the student and his/her parent, guardian, or custodian, if possible, the principal shall determine whether the parent has received notification of the child's non-attendance and made a good faith effort to comply with the law.

d. If the parent, guardian, or custodian has not made a good-faith effort, the principal shall notify the district attorney.

e. If the parent, guardian or custodian has made a good-faith effort, the principal may file a complaint with the juvenile intake counselor that the child is habitually absent from school without a valid excuse.

f. Documentation demonstrating the parent, guardian or custodian was notified and the student accumulated at least 10 absences that cannot be justified pursuant to Board of Education attendance policy and regulation shall establish constitute a prima facie case evidence the student's parent, guardian or custodian is responsible for the absences.

5. Revocation of parking privileges, high schools

a. If a student in grades 10, 11 or 12 accumulates five absences, either excused or unexcused, the student shall be notified that his/her parking privileges may be revoked if the student accumulates 10 absences in a school year.

b. If a student in grades 10, 11 or 12 accumulates 10 absences in a school

year, excused or unexcused, the student's parking privileges shall be revoked for the remainder of the school year unless:

(1) the student agrees to participate in an "Attendance Improvement Plan" approved by the principal or a designee; or

(2) the principal finds that there was an extraordinary cause or excuse for the student's excessive absences, such as a long term illness, injury or disability.

c. If a student's parking privileges are revoked at a school, the revocation also applies to Career Center and vice versa.

d. If a student whose parking privileges have been revoked for the remainder of the school year transfers to another school in the system, the revocation or "Attendance Improvement Plan" shall remain in effect at the new school that they are attending.

VI. Right to Appeal Denial of Course Credit.

A. If a principal denies a student credit for any hours due to excessive absences (more than five per grading period - three for Career Center or 10 per semester), the student and/or his parents or guardians may request a conference with the principal to appeal the denial of course credit.

B. The student and/or the student's parents or guardians may appeal from the decision of the principal to the superintendent and the board in accordance with the policy on Parent-Student Grievances, Policy 5145.

VII. Makeup Work.

A. A key element in any effective attendance policy is the provision for makeup work during and/or following an absent period. Makeup work should be assigned when a student is absent, regardless of the reason for the absence. Makeup work may be specific material missed by the student or it may be to reinforce or enrich class work.

B. A parent or student may request makeup assignments for an absence of two or more consecutive days.

C. The principal should establish a procedure for the collection of assignments or makeup work from teachers as requested by the parents or students. To the extent possible, assignments and/or makeup work may be communicated electronically via voice mail, e-mail or the Internet.

D. If a student is expected to be confined to his or her home and/or a hospital for a period of four weeks or more due to an injury, illness or other disability, the child's parents or guardians should be referred to a guidance counselor as soon as possible to obtain the services of a homebound teacher.

E. Students placed under suspension by the principal will be responsible for work missed during such suspension. Students

who are suspended for 10 days or less shall be permitted to make up exams and other required course work missed while under suspension from school. Responsibility for completing makeup work rests with the students. Makeup work does not have to be the same as the work that was missed.

F. Makeup work will be completed promptly. Students will have one (1) day to complete makeup work for every one (1) day absent. Grades assigned to makeup work shall be considered in computing the student's overall grade for the particular grading period. Failure of a student to satisfy makeup requirements can be the basis for denying credit for a specific course.

VIII. Attendance for Extra-Class Activities.

A student must be present for a minimum of 50 percent of the student day on the day of an athletic event or other extra-class activity in order to participate in the athletic contest or activity.

IX. Attendance Improvement Plan.

Schools shall address any school-wide attendance issues in their School Improvement Plan.

X. Makeup Days for At-risk Students.

A. At-risk students who miss days or classes may be allowed to make the missed hours up during non-school hours. The time must be made up on an hour-for-hour/day-for-day basis with participation limited to those students who are identified as at-risk students based on the criteria set forth below.

B. Documentation. If an at-risk student completes the required makeup time, an absence may be changed to a present in the daily attendance. However, documentation shall be placed in the student's cumulative folder indicating

1. The day(s) or class(es) that the student actually missed.

2. The dates and times when the makeup work was done.

3. The date on which the absence was changed.

C. Definition of at-risk student. Any student who, because of a wide range of personal, familial, social, or academic circumstances, may experience school failure or unwanted outcomes unless there is intervention to reduce the risk factors. The following are the primary factors that may identify at-risk students:

1. School performance two or more years below grade level or test scores below the 25th percentile.

2. Academic failure or non-promotion.

3. Truancy/excessive absences, substance abuse, delinquency, disinterest in school, low self-esteem.

4. Learning disabilities or other physical, mental, or emotional handicaps.

5. Physical or mental problems.

6. Physical or sexual abuse.

7. Pregnancy, unstable home environment/family trauma.

8. Family income at or below the poverty level.

9. Negative parent attitude toward school; low parental educational attainment.

10. Frustration of unchallenged giftedness and unrecognized talents.

11. Limited English proficiency.

D. Procedure for identification of at-risk students. Any teacher, counselor, or social worker may identify a student as "at-risk" by completing the at-risk identification form and submitting it to the principal or assistant principal for certification. Upon receipt of the identification form, the principal or assistant principal shall satisfy himself/herself that there is a sufficient basis to certify the student as "at-risk" based on the above definition. If a student is certified as "at-risk," the principal or assistant principal shall notify the student and the student's parent(s) that the student is eligible to make up missed days or classes by attending after-school, evening or Saturday classes. In addition, the data manager shall be notified of those students who have been certified as at-risk.

E. Deadline for completing missed work. Any missed work completed by an at-risk student pursuant to this Regulation must be completed before grades are entered in PowerSchool for the semester in which the class or school day was missed by the at-risk student. In other words, at-risk students must make up work during the semester in which the work was missed.

– August 2011

¹See: *Zorach v. Clauson*, 343 U. S. 306, 72 S. Ct. 679, 96 L. Ed. 954 (1952)

POLICY 5123

Promotion and Retention

I. Introduction.

The schools of this administrative unit operate to serve the best interests of the individual student. This statement of policy and philosophy should guide principals and teachers in every promotion or retention decision.

II. Decision-Making.

A. In accordance with N.C.G.S. § 115C-288(a), principals have the authority to promote and retain pupils based on the policies of the State Board of Education and local guidelines.

B. The decision of the principal with respect to the promotion and retention of pupils is subject to the review of the superintendent

and the board, N.C.G.S. § 115C-45(c).

C. In the event a decision has to be made concerning whether or not to promote or retain a student who has attended summer school, the principal of the school to which the student is assigned during the previous regular school year, in consultation with the summer school staff, shall make the decision based on the criteria and standards contained in this policy. Any exception to the criteria and standards must be approved by the superintendent or his designee.

III. Local Criteria and Standards for Promotion and Retention.

A. General promotion standards for elementary and middle schools. Subject to state and local accountability standards, the following factors should be considered for promotion or retention at the elementary- and middle-school levels.

1. The student's chronological age and physical, social, and emotional maturity should be considered in determining his or her grade placement.

2. Students generally should not be retained more than once during each of the following grade spans: No more than once in K-5 and once in 6-8. Retention of students in both K-5 and 6-8 should be carefully reviewed and only in extremely rare cases.

3. When a student is not making the desired academic progress, a concentrated effort shall be made by the classroom teacher to communicate with the student's parents or guardians by a conference and/or telephone call no later than the end of the third grading period and preferably by the end of the first semester.

4. A student who is not making the desired academic progress may be required to attend an intervention or remedial program during the fall or spring intercession or may be required to participate in before-school or after-school tutoring, Saturday school or another intervention or remedial program during the fall and/or spring semester.

5. If a decision is made to retain a student or to require a student to attend an intervention or remedial program, the parents or guardians must be notified and offered an opportunity to have a conference with the principal and/or classroom teacher.

6. In the event that a parent requests that a student be retained, the principal shall review the above criteria with parents.

7. Light's Retention Scale may be used in grades K-5 to help determine, in accordance with the criteria established in this policy, whether the student should be promoted or retained.

8. If a student with disabilities is being considered for retention, the decision shall be made by the principal

in consultation with the student's Individual Education Plan (IEP) team, in accordance with Policy 6164, Educating Children with Special Needs, and the State Policies for Governing Services for Children with Disabilities. If the student is making satisfactory progress toward the achievement of the education goals in the IEP, the student should be promoted. If the student is retained, the student's IEP should include a notation indicating the reason for the retention and any changes in the IEP as appropriate to the student's needs.

9. All interventions/remediation and other opportunities, benefits and resources made available to students without disabilities shall be made available to students with disabilities. All services offered are in addition to the special education services provided to the student.

10. All notices or communications required by this Section must be in plain language and easily understandable. If English is the second language of a parent or guardian, the communication must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available.

B. Specific local academic standards for promotion in middle schools. For promotion from grades 6, 7 and 8, students must pass three (3) of the following four (4) core subjects each year: mathematics, science, social studies and communication skills. They must also pass 75% of all other courses. A student may substitute a passing grade in the fourth core subject for an elective course(s) that equates to a year of instruction.

C. Specific local academic standards for promotion in high schools. For promotion from grades 9, 10 and 11, students must earn sufficient units of credit that show they are making satisfactory progress toward meeting the board's graduation requirements in a four-year period. Special consideration should be given to students who transfer during their high school career between schools with different schedules.

IV. Students of Limited English Proficiency.

English Learner (EL) students shall meet the same promotion standards as all students. English Learners must receive instructional modifications and assessment accommodations to address English proficiency levels. However, in accordance with federal law, English language proficiency cannot be the sole factor to determine a student has not met performance standards at each gateway.

– May 2021

EXCERPTS FROM AR 5123

Promotion and Retention

I. General Rules K-12.

In the event of a student transfer, the promotion or retention decision made by the principal of the school the student previously attended shall be honored by the receiving school for at least one grading period.

II. High School Promotion Guidelines-Local Standards.

A. For promotion from the ninth grade, students must have earned five (5) credits.

B. For promotion from the tenth grade, students must have earned nine (9) credits.

C. For promotion from the eleventh grade, students must have earned sixteen (16) credits.

D. High school promotion pursuant to this administrative regulation shall be based solely on credits earned during enrollment in high school and shall exclude credits earned in middle school.

E. Special consideration should be given to students who transfer into WS/FCS during their high school career from a school with a different schedule.

III. Diplomas Awarded.

A. A Standard Diploma will be issued to each student who satisfactorily completes all state and local requirements.

B. A North Carolina Academic Scholars Diploma will be issued to students who satisfactorily complete the required course of study for that program as outlined by the State Department of Public Instruction.

C. A Certificate of Achievement will be issued to each student who satisfies all state and local graduation requirements other than the proficiency standards or to each student in the Occupational Course of Study who has not completed the 360 hours of competitive employment.

D. Graduation Certificate. If a student has been identified as a "child with a disability" as defined by N.C.G.S. 115C-106.3(1) and has not earned a high school diploma, a local board of education shall award the student a Graduation Certificate and shall allow the student to participate in graduation exercises, provided the student has satisfied local, nonacademic graduation requirements and met either of the following criteria:

1. The student has passed all requirements in his or her Individualized Education Program and has passed at least 21 course credits as defined in State Board of Education Policy HSP-L-004 (High School Transcript) including all the following:

- a. 4 English credits;
- b. 4 math credits;
- c. 3 science credits;

d. 3 social studies credits;

e. 1 health and physical education credit; and

f. 6 local elective credits.

2. The student has passed all the requirements of the Occupational Course of Study other than the 360 hours of competitive employment and the student has satisfied all state graduation requirements other than the proficiency standards as defined in HSP-N-000 (Student Accountability Standards).

E. Occupational Course of Study (OCS). This course of study, as approved by the State Board of Education, will be available for certain students with disabilities who have an IEP.

1. In addition to the course requirements set forth above, OCS students must complete the objectives set forth in their Individualized Education Program (IEP) and produce a Career Portfolio.

2. OCS students graduating in 2010 and beyond must pass the North Carolina Competency Test to qualify for this diploma.

3. OCS students graduating in 2010 and beyond are not required to be proficient in the five required end of class examinations.

F. A transcript will be issued to all students receiving any of the above exit documents.

– January 2012

**These credits need not be in the specific courses identified in the Standard Course of Study, e.g., English II, Math I, Biology, etc.*

EXCERPTS FROM AR 5127

Graduation

I. Introduction.

A. Regulations governing graduation in Winston-Salem/Forsyth County Schools are set forth below. Any deviations from these regulations must have the approval of the assistant superintendent for high schools.

B. Related regulations and policies are Policy 5127 "Graduation," AR 5123 "Promotions and Retention," Policy 5127.1 "Early Graduation," Policy 5127.2 "Early Admission to Colleges and Universities," and AR 6176 "Dual Enrollment - Forsyth Technical Community College."

II. Regulations.

For a complete list of required courses, please see the chart on page 21.

III. Graduation Requirements for Students Graduating Beginning in 2023.

Middle school students can earn credit toward graduation for high school math, foreign language, science, social studies, and English courses, if available. Grades earned in middle school do not count toward a student's high

school GPA or class rank.

IV. Pre-Approved Courses

A. It is the policy of this Board of Education that all credit toward graduation should be earned in grades 9, 10, 11, and 12 with the exception preapproved courses completed in middle school. Middle school students may earn high school credit for such subjects in accordance with AR 5127. Courses taken in an accredited summer program of study, including the summer before the 9th grade, may receive credit toward local graduation requirements.

B. Dual Enrollment Courses. No student shall be required to enroll in a post secondary education institution to meet state or local requirements for graduation. However, a student may elect to attend a post secondary education institution under the provisions of WS/FCS Policy 6176, Dual Enrollment, to meet any of the requirements for graduation.

C. Transfer Students:

1. Private School Students.

a. Course credit shall be awarded for courses taken and passed while attending a high school accredited by a state or regional accrediting agency.

b. If a private school is not accredited, to be awarded credit the following rules apply:

(1) The course must be approved by the principal of the student's receiving school.

(2) The course must have consisted of 150 clock hours of instruction in a traditional schedule or 135 clock hours in block schedule.

(3) The course must have been taught by a licensed teacher.

(4) The course content must be consistent with the NC Standard Course of Study to receive credit for a course required for graduation rather than an elective. Therefore, the parent or the private school must provide a copy of the course's curriculum, curriculum guide or syllabus for WS/FCS to determine whether the course meets these standards.

c. In accordance with WS/FCS Administrative Regulation 5123.5, credit may be awarded for home school courses.

– July 2023

POLICY 5131.2

Closed Campus

I. **Students.** It is the policy of the Winston-Salem/Forsyth County Board of Education that students may not leave the campus of the school to which they are assigned during the normal school day without the prior approval

of the principal or the principal's designee. The approval of the principal shall be based on one of the reasons below:

A. To participate in a school program or activity off campus or at another school's campus, i.e., Career Center.

B. For medical and dental appointments.

C. For any other reason which is grounds for an excused absence under the State Board of Education's attendance regulations.

D. Any other reasons deemed acceptable by the principal.

II. Visitors. Parents, guardians, caretakers and others.

A. Parents, legal guardians and caretakers are encouraged and welcome to observe their student's classes, extra-class activities and other school programs. However, the principal or the principal's designee has the authority to limit and control their access to classrooms and other school facilities based on the need to respect and preserve the quality of the student instructional day and time from interruptions by visitors and to maintain a safe and secure educational environment. All visitors must comply with the behavior standards set forth in Policy 1170, Civility Policy.

B. All visitors shall be expected and directed to report their presence to the school's office immediately upon entering a school facility. They may be required by school personnel to sign a visitor log book, to state the reason for their visit, to show a picture ID if requested, to obtain permission from the principal or his/her designee to enter the remainder of the building and to wear a "visitor" badge.

C. This policy is not intended to prohibit a principal, in his/her discretion, from allowing parents with legal visitation rights to have lunch with their child or children at school but parents, guardians etc., have no right to visit socially with their child during the student instructional day. Except in the case of an emergency, no student should be removed from class to visit with a parent or guardian.

D. This policy is not intended to prohibit volunteers from entering a school facility, but they also shall be required to sign a volunteer log book, to obtain permission from the principal or his/her designee to enter the remainder of the building and to wear a "volunteer" badge if requested.

– January 2006

Student and Parent Grievance Procedure

I. Introduction.

A public school system, to be effective, must be attentive to the individual needs and concerns of the students and parents it serves. It is a fundamental belief of the Board of Education that this constituency has a right to be heard concerning individual grievances and complaints. Therefore, the Board of Education adopts the following grievance

procedure to provide students and parents with an appropriate means to resolve problems that may occasionally arise in the operation of WS/FCS.

II. Purpose.

The purpose of this grievance procedure is to provide orderly, equitable resolutions to problems that may arise affecting students, parents, and the school system, at the lowest possible level of administration. The Board of Education requests that all parents and students attempt to resolve any grievance or complaint with WS/FCS through the following procedures before bringing the matter to the attention of the board.

III. Definition of Grievance.

A. Whenever a student and/or a parent believes he or she has been adversely affected by a decision made by a school official (teacher, principal, or any other WS/FCS employee) regarding:

1. The discipline of a student under N.C.G.S. 115C- 391(c), (d), (d1), (d2), or (d3) resulting in an assignment to an alternative school or program, a suspension for more than 10 school days, or an expulsion. There shall be no right to appeal to the Board of Education of an out-of-school suspension for 10 days or less or an in-school suspension of any length.² The student or parent may appeal to the superintendent or his designee only.
2. An alleged violation of a specified federal law, state law, state Board of Education policy, state rule, or local board policy, including policies regarding grade retention of students.
3. Any other decision by statute specifically provides for a right of appeal to the local Board of Education and for which there is no other statutory appeal procedure, including but not necessarily limited to:
 - a. challenges to the selection of supplementary materials, N.C.G.S. 115C-98 and Policy 6144;
 - b. student retention, Policy and AR 5123;
 - c. handicapped students appeals under Sec. 504 of the Rehabilitation Act of 1973;
 - d. academically gifted student appeals, N.C.G.S. 115C-150.7;
 - e. disputes over the use of school facilities, G.S. 115C-207 and Policy 1330;
 - f. school bus routes and stops, N.C.G.S. 115C-244 and Policy 3541;
 - g. school assignment decisions, N.C.G.S. 115C-369 and Policy 5117;
 - h. claims of discrimination or harassment; and
 - i. contents of a student's education records, FERPA3.

B. As used in this policy, the term "final administrative decision" means a decision of a school employee from which no further appeal to a school administrator is available.

C. Any person aggrieved by a decision not covered under subdivisions A. 1 through A. 3 of this subsection shall have the right to appeal to the superintendent or his designee and thereafter shall have the right to petition the board of education for a hearing, and a three-member hearing panel of the Board of Education may grant a hearing regarding any final decision of school personnel within WS/FCS. The local Board of Education shall notify the person making the petition of its decision whether to grant a hearing. As a general rule, unless one of the conditions set forth in subsections A. 1 through A. 3 above applies, the Board of Education will not hear appeals regarding:

1. a student's grade in a course or on a test.
2. a decision regarding participation in extra-class activities.
3. a student's schedule or the teacher assigned to teach his/her class/classes.
4. the classification of a student's absence as excused or unexcused.
5. In accordance with AR 6145.2, the ejection/sportsmanship of an appeal of or on behalf of a student athlete.

IV. Procedures.

A. School Level

1. The grievant (a student and/or parent) should discuss the grievance with the most immediate and appropriate school official (e.g., teacher or principal) within 30 calendar days of the occurrence giving rise to the grievance.⁴
2. If the grievance is not resolved after an informal discussion, the grievant shall be advised of the right to file a formal grievance and to request a conference with the principal unless the parents prefer to discuss the grievance over the telephone. The conference (in person or by telephone) shall be arranged at the earliest possible, mutually agreeable time within 5 business days after receipt of the grievant's request. The parent or student may bring a representative of his or her choice to this first meeting or discussion. The school official should provide information about or a copy of this grievance procedure to the student or parent. The parent or student shall be asked to state, or, if necessary, shall be assisted in stating the grievance in writing on the WS/FCS grievance form.
3. All persons who are parties to the grievance shall be permitted to attend the conference or telephone conference. A good faith effort shall be made to resolve the grievance at the local school level. If the grievance is not resolved to the satisfaction of the grievant, the principal

shall state, on the school's response form, the issues involved in the grievance, his/her findings and his/her decision and send a copy to all parties to the grievance.

B. Superintendent's Level

1. If the grievance is not resolved at the school level to the satisfaction of the grievant, the grievant may appeal the grievance to the appropriate area superintendent within 10 calendar days of the receipt of the principal's decision. The area superintendent shall have the following powers and duties:

- a. to request either or all parties to submit a short and plain statement of the grievance in writing;
- b. to investigate the grievance by interviewing and taking statements from witnesses to the event that is the subject of the grievance;
- c. to give all parties the opportunity to be heard and to present evidence, informally, in support of their position on the grievance;
- d. to make a good faith effort to resolve the grievance through mediation and conciliation; and
- e. to prepare a written record and report on his/her investigation, hearing, findings and recommendations for the superintendent and to send a copy of the report to all parties to the grievance within 10 business days of receiving the grievance in the event that the matter cannot be resolved.

2. If the grievant is unsatisfied with the decision of the area superintendent, the grievant shall be advised that he/she may appeal to the Board of Education. The appeal must be submitted in writing to either the superintendent or school attorney within 10 calendar days of the receipt of the area superintendent's decision.

C. Board Level

1. Discretionary Appeals. A petition for the discretionary review of an administrative decision shall be sent to the members of next scheduled hearing panel in advance of the next scheduled hearing date. Each panel member shall decide independently whether to grant the request for a hearing and shall notify the school attorney of his/her decision. If two or more members of the panel agree to hear the appeal, the matter shall be scheduled for a hearing on the next regularly scheduled hearing date provided there is sufficient time to compile the record and distribute it to all parties in advance of the hearing.

2. The grievance appeal shall be heard by a hearing panel (of not less than three members) of the Board of Education, to be appointed by the chairperson of the Board of Education on a rotating basis. The hearing shall be held within 30 calendar

days after the receipt of the request.

3. To the extent possible, a written record of all prior proceedings shall be prepared by the school attorney that fairly and accurately expresses the facts and contentions of all parties to the grievance. The record shall be sent to the hearing panel (and copies to all parties) 3 business days prior to the hearing.

4. In addition, each party shall be allowed to prepare a written statement in support of his/her position with respect to the grievance. The statement shall be submitted to the hearing panel with the record at least three business days prior to the hearing.

5. The hearing before the panel shall permit each party to be heard concerning the grievance in an informal manner.

a. At the discretion of the panel, the hearing may be held in closed session. If the hearing is held in closed session, only the members of the panel, superintendent, school attorney, the parties to the grievance and their legal representatives or spokesperson may attend the hearing. However, the panel, at its discretion, may permit additional persons to speak on behalf of either the grievant or the responding party during the hearing.

b. Any member of the panel who believes for any reason that he or she cannot render a fair and impartial decision with respect to the grievance shall notify the chairperson of the Board of Education and request he or she not be appointed to serve on the specific hearing panel.

c. The grievant and the responding party may be represented by legal counsel or a spokesperson of their choice.

d. Each party to the grievance shall be allowed 15 minutes to make his/her presentation to the hearing panel. The period of time for oral presentations may be extended by the hearing panel, at its discretion, upon request of any party.

e. The North Carolina Rules of Criminal Procedure, Civil Procedure and Evidence shall not apply. No new evidence shall be admitted at the hearing. It is an appeal based entirely upon the record of the prior proceedings.

f. The grievant shall make the first presentation.

g. At the conclusion of the grievant's presentation, the responding party or parties shall be given the opportunity to make their presentations in a like manner.

h. Members of the hearing panel may ask questions of any party at any time during the hearing but the parties shall not be entitled to cross-examine

or question any other party to the grievance.

i. A record shall be made of the hearing in the same manner as the record or minutes are made of regular meetings of the Board of Education. If the hearing is held in executive session, the parties may not make their own recording of the hearing.

j. The board attorney shall serve as the legal advisor to the hearing panel unless in his/her opinion to do so would violate the Code of Ethics of the N.C. State Bar.

6. The hearing panel shall render a decision, in writing, based upon a review of the whole record and the presentations made at the hearing, within 10 business days of the hearing, and send a copy to all parties. The decision of the hearing panel shall be final. There shall be no right of appeal from the decision of a hearing panel to the Board of Education.

7. In the event the decision of the hearing panel is not unanimous, any party to the grievance may request a review of the hearing panel's decision by the full Board of Education. The request for review must be submitted in writing to the chairperson of the board (with a copy to the superintendent) within 10 calendar days of the receipt of the hearing panel's decision. The review of the full board shall be of the whole record of the prior grievance proceedings. All parties shall have a right to submit a written statement or argument to the full board. The decision of the full board is final.

¹The term "parent" also includes any person, other than an employee of the Board of Education, who believes that he or she has a grievance as defined above.

²See N.C. G. S.B 115C-291

³20 USC section 1232g

⁴The initial discussion may be as informal as a telephone conversation.

– June 2010

POLICY 6161

Responsible Use of Technology

The Winston-Salem/Forsyth County Board of Education provides its students and staff access to a variety of technological resources, including Internet connectivity on WS/FCS property, laptop computers, tablets, electronic mail systems, and smartphones. These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. Through the school district's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

II. Expectations for Use of School Technological Resources.

School district technological resources may only be used by students, employees and others expressly authorized by the Technology Department. The use of school district technological resources is a privilege, not a right. Individual users of the school district's technological resources are expected to use such resources in a manner that is ethical, respectful, academically honest and supportive of student learning. If a student or employee violates a WS/FCS policy or administrative regulation in the course of using school technological resources, that person may be disciplined according to WS/FCS rules/procedures and/or prosecuted in accordance with state and/or federal law. In particular, students and employees should be aware of the following policies and regulations while using school technological resources:

1. AR 1111, Use of School Mail, Cellular Telephones, Fax and E-mail
2. Policy 1170, Civility Policy
3. Policy 1311, Political Activities in Schools
4. Policy 1324, Soliciting Funds From and By Students By Charitable Organizations
5. Policy 1325, Advertisement and Promotional Activities
6. Policy 4116.10, Standards of Professional Conduct
7. Policy 5125, Privacy of Student Records
8. Policy 5131, Student Behavior
9. AR 5131, Code of Student Conduct
10. Policy 5131.1, Discrimination, Harassment and Bullying
11. Policy 6161.1, Website Policy
12. Policy 6161.3, Selection Standards for Supplementary Textbooks and Use of Other Instructional Materials.

III. Rules for Use of School Technological Resources.

Anyone who uses district-owned technological resources, including persons who access the Internet through the WS/FCS Active Directory Domain or the WS/FCS Public Domain, must comply with the rules for responsible use listed below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

1. No user shall be issued credentials to connect to the WS/FCS Active Directory Domain or to use the WS/FCS e-mail service until they have signed a Responsible Use Agreement.
2. In addition to paragraph 1 above, no student will be issued credentials to connect to the WS/FCS Active Directory Domain or to use the WS/FCS e-mail service until the student has received training in appropriate on-line behavior and submitted a Responsible Use Agreement signed by the student and his/her parent or guardian. In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems

for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

3. All parents, students and WS/FCS employees and volunteers must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy.

4. School district technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school district business and is not otherwise prohibited by board policy or procedure.

5. School district technological resources are installed and maintained by members of the Technology Department. Students and employees shall not attempt to perform any installation or maintenance without the permission of the Technology Department.

6. Under no circumstance may software purchased by the school district be copied for personal use.

7. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.

8. School employees must not disclose on school district websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or Policy 5125, Privacy of Student Records.

9. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors.

10. The use of anonymous proxies to circumvent content filtering is prohibited.

11. Users may not install or use any Internet-

based file sharing program designed to facilitate sharing of copyrighted material.

12. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

13. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data of any user connected to school district technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

14. Users may not create or introduce games, network communications programs or any foreign program or software onto any school district computer, electronic device or network without the express permission of the technology director or designee.

15. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.

16. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual.

17. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner's express prior permission.

18. Employees shall not use passwords or user IDs for any data system (e.g., PowerSchool, time-keeping software, etc.), for an unauthorized or improper purpose.

19. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.

20. Teachers shall make reasonable efforts to supervise students' use of technological resources during instructional time to ensure that such use is appropriate.

21. Students and employees shall not connect personal technologies such as workstations, wireless access points and routers, etc. to a district owned and maintained local, wide or metro area network.

22. Employees may connect personal devices such as laptops, iPads, tablets and smartphones to the WS/FCS Public Domain, but these personal technological devices will not be supported by WS/FCS technical staff.

23. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

24. The board reserves the right to monitor

and limit, if necessary, the amount of time employees and students spend charging their personal devices through WS/FCS power sources.

IV. Restricted Material on the Internet. The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information students may access or obtain on the Internet or through electronic communications. Nevertheless school district personnel have taken reasonable precautions by creating a hosted and filtered Internet environment to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity or graphic language. This filtering service is in compliance with the Children's Internet Protection Act (CIPA). Technology protection measures shall only be disabled or minimized for employees when needed to carry out job duties and approved by the Director of Technology or designee. The board is not responsible for the content accessed by users who connect to the Internet via a personal mobile telephone technology (e.g., 3G, 4G service), and thereby circumvent the WS/FCS hosted, filtered, Internet environment.

V. Privacy. In general, no right of privacy exists in the use of school technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the superintendent may review files, monitor all communication and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. Under certain circumstances, the board may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, as a response to a public records request or as evidence of illegal activity in a criminal investigation. Certain types of communications and documents may be protected by privacy laws such as student records, personnel records, and exceptional children's records.

VI. Security and Care of Property. Security on any computer system is a high priority, especially when the system involves many users. Employees must enable password-protected lock screens on WS/FCS issued tablets, smartphones, laptops, desktop computers, and other such devices. Employees are responsible for reporting information security violations to appropriate personnel. Employees should not demonstrate the suspected security violation to other users.

Unauthorized attempts to log onto any school system computer on the WS/FCS network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access. Users are to follow all instructions regarding maintenance or care of school technological equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for such equipment.

VII. Disclaimer. The board makes no warranties of any kind, whether express or implied, for the service it is providing. The board will not be responsible for any damages suffered by any user. Such damages include, but are not limited to, loss of data resulting from delays, non-deliveries or service interruptions, whether caused by the school district's or the user's negligence, errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school district specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services.

– March 2014

POLICY 6145

School-Sponsored Extra-Class Activities

I. Introduction.

The Winston-Salem/Forsyth County Board of Education supports and encourages those extra-class activities that contribute to the accomplishment of the educational objectives of this school system. Such activities shall be considered an integral part of the school program and shall be conducted in accordance with board policies and administrative regulations. These activities should reinforce and extend the educational experiences inherent in the basic curriculum.

II. Definition - School-Sponsored Activities.

In the context of this policy, school-sponsored extra-class activities are defined as those activities that are student-interest centered, school-authorized and sponsored, non-academically evaluated, optional to students and conducted after the normal school day or during a predetermined time that will least encroach on the basic instructional program, e.g., student government organizations, service groups, interscholastic and intramural athletics, performing groups, traditional subject area groups, special interest organizations, civic-oriented activities, and leisure-oriented clubs. In general, these activities are related to the curricular and education goals of this Board of Education and shall be available to all students, grades 9-12, with the exception of honor societies that may be remitted by their charter, either nationally or locally, to students in higher grades.

III. Responsibility.

School-sponsored extra-class activities must be authorized by the local school and provided faculty supervision. Teachers and

administrators who are responsible for sponsoring and administering extra-class activities are obligated to conduct themselves in a responsible, prudent manner and to provide supervision of all such activities.

IV. Qualifications for Membership and Participation.

A. Local school officials shall ensure that each student is informed, in writing, of the clubs and extra-class activities offered at each high school and of the prerequisites and qualifications for membership or participation in each school-sponsored extra-class activity.

B. Minimum Academic Qualifications

1. Middle School Academic Qualifications. All students initially classified as sixth graders shall be eligible during the first academic semester. To be eligible for participation in middle school a student must one less course than the number of required core courses each quarter. If a student does not qualify academically, the student shall be placed on academic probation the next nine-week grading period. The student shall be eligible for participation while on academic probation if the student participates weekly in a tutorial/remedial program conducted beyond the instructional day. However, if the student does not attend tutoring/remediation during the nine-week grading period that he/she is on academic probation, the student shall be ineligible.

2. High School.

a. Rules for ninth grade students.

i. All students initially classified as ninth-graders shall be eligible for participation during the first academic quarter of the school year.

ii. If a freshman does not earn a 2.0 Quality Point Average ("QPA") during the first or any subsequent academic quarter, the freshman shall be placed on academic support for the following academic quarter.

iii. In the event the student meets all other NCHSAA and WS/FCS guidelines, policies, rules and regulations, if applicable, during the academic quarter in which the student is on academic support, the student shall be eligible to participate in extra-curricular activities if he/she fully participates in the academic support program set forth below.

iv. A student may be placed on academic support each academic quarter up to the end of the school year, contingent on the student meeting the requirements set forth herein.

v. A student achieving a 2.0 QPA at the end of the academic support quarter shall be removed from academic support.

vi. These rules shall only apply to those students initially classified as ninth-graders for purposes of participation in extra-curricular activities. These rules will not apply to students in their second

year of high school without sufficient credits to be classified as tenth-graders or to ninth graders who participated in high school athletics during their eighth grade year.

b. Rules for other students.

i. To be eligible for participation in extra-curricular activities, a student must meet the NCHSAA academic standards and earn a 2.0 QPA during the previous academic quarter.

ii. If a student does not earn a 2.0 QPA during the first or any subsequent academic quarter, the student shall be placed on academic support for the following academic quarter.

iii. In the event the student meets all other NCHSAA and WS/FCS guidelines, policies, rules and regulations, if applicable, during the academic quarter in which the student is on academic support, the student shall be eligible to participate in extra-curricular activities if he/she fully participates in the academic support program set forth below.

iv. A student achieving a 2.0 QPA at the end of the academic support quarter shall be removed from academic support.

v. A student not achieving a 2.0 QPA during the academic support quarter may continue on academic support for one additional academic quarter; however, if a student does not achieve a 2.0 QPA at the end of the second consecutive academic support quarter, the student shall be ineligible for extra-curricular activities for the entire next academic quarter (regardless of school year) unless the student's summer school grades elevate the student's QPA to at least 2.0.

c. Required academic support program components.

i. Students placed on academic support for an academic quarter will be required to complete three (3) hours of tutoring each five (5) day school week, two (2) hours of tutoring each three (3) or four (4) day school week, or one (1) hour of tutoring each one (1) or two (2) day school week AND have no unexcused absences to school or any class within the school day.

ii. A student failing to meet either of these requirements during a school week in which he/she is on academic support shall be ineligible to participate in extra-curricular activities from 12:00 AM on Saturday of that week until 11:59 PM of Friday the following week. This rule is intended to allow students to participate in practices

for extracurricular activities, but not performances, concerts, games and other extracurricular events.

iii. A student will be allowed to participate in all extra-curricular activities during the following week if he/she successfully completes these requirements during the week of ineligibility and makes up any tutoring time missed during the previous week, if any.

iv. Parents shall have two (2) school days to provide evidence of excused absence as required by AR 5110, Attendance and Make-Up Work.

v. A student failing to meet any of these requirements during a second week in one academic quarter will be ineligible for the remainder of that academic quarter.

d. **Hardship Appeals.** Students who are ineligible for participation in extra-curricular activities for an academic quarter due to the provisions of this Section may file a hardship appeal as set forth in Section IV.D. *supra*. Students who are not eligible for participation in extra-curricular activities for a week due to the failure to meet the academic support program requirements may not file hardship appeals.

f. **Agreement to Forfeit.** A school using a participant who is ineligible pursuant to the rules herein in an extracurricular event, contest or competition shall forfeit the event, contest or competition.

g. Nothing herein is intended to invalidate any additional rules for participation in extracurricular games, performances, events or practices of discipline of students as determined by a coach, director, or activity sponsor. No person may allow rules for participation which are less than those set forth hereinabove.

3. Students with disabilities.

a. Students in mainstream. If a student with a handicap or a disability is receiving his/her education in the regular classroom program and being graded on the same academic standards as non-handicapped or disabled students, the above academic standards apply unless the student applies for and is granted a hardship waiver as provided below.

b. Students in self-contained or special education programs. If a student is receiving his/her education in a self-contained or special education program in accordance with his/her IEP, the student must be making satisfactory progress toward the achievement of IEP Goals as evaluated by his/her teacher(s) during a nine-week grading period to be eligible for participation in inter-scholastic athletics. If the

student does not make satisfactory academic progress during the next nine-week grading period, the student shall be placed on academic probation during the next nine-week grading period. The student shall be eligible for participation while on academic probation if the student participates weekly in a tutorial/remedial program conducted beyond the instructional day. However, if the student does not make satisfactory progress toward the achievement of IEP goals during the nine-week grading period that he/she is on academic probation, the student shall be ineligible during subsequent nine-week grading periods until he/she makes satisfactory progress toward the achievement of IEP goals as evaluated by his/her teacher(s) unless a hardship waiver is granted as provided below.

C. **Minimum Attendance Qualifications.** A student who is absent more than thirteen (13) unexcused days in a semester shall be ineligible for participation in any interscholastic athletic activity in middle or high school during the next semester unless granted a hardship waiver.

D. Hardship Appeals.

1. If a student or a student's parent/legal guardian believes the application of the academic and/or attendance qualifications will create an undue hardship or fails to accomplish the purpose for which they were intended, the student or his/her parent/legal guardian may request a waiver of this policy for a good and just cause within 10 calendar days of notice of ineligibility for extra-curricular activities. Failure to request a waiver within 10 calendar days will waive the opportunity to seek a waiver.

2. The request for a waiver shall be made in writing to a hardship committee appointed by the superintendent that shall consist of, at a minimum, the assistant superintendent for high schools (for high school appeals) or the assistant superintendent for middle schools (for middle school appeals), one or more school-based administrator not involved in the decision directly or indirectly, and the WS/FCS athletic director. For all hardship appeals not involving athletics, a WS/FCS subject area specialist rather than the WS/FCS athletic director shall be appointed to the committee.

3. The athletic director (AD) shall serve as the secretary to the hardship committee. He/she shall make a record of each decision and send a copy to the program manager for P.E. and athletics. The program manager shall distribute summaries of these decisions to other ADs in WS/FCS and the assistant superintendent for middle and high school administration in order to ensure fairness and equity throughout WS/FCS.

V. Clubs and Organizations.

A. All school-sponsored clubs and organizations must be authorized and approved by the principal, subject to the review of the superintendent, in accordance with the criteria and procedures set forth in this policy and any implementing regulations issued by the superintendent.

B. In order to receive sponsorship by a school, each club or organization shall submit copies of its constitution, bylaws, qualifications for membership and limitation on the number of members, if any, to the club's faculty advisor and principal for review and approval. If a club or organization has a charter from a national or state organization, a copy of the charter shall also be submitted.

C. The following criteria shall be used in determining whether or not to sponsor a club or organization:

1. Secret organizations shall not be sponsored by any school in this system.

2. No club or organization which denies membership or participation to any student on the basis of race, religion, handicap, economic status, ethnic origin, sex or marital status shall be sponsored by any school in this system.

3. Membership in a club or organization shall be determined by a vote of the club's or organization's members. The vote shall be by secret ballot and the number of votes required for membership shall not exceed a simple majority of the club's members present and voting. Any denial of membership in any club or organization shall be subject to the review of the faculty advisor(s) and/or principal.

4. No school-sponsored club or organization shall, as a condition of membership, require that a pupil submit to hazing, harassment, intimidation, or any similar acts.

D. Curriculum-related clubs should enrich the regular curriculum by providing interested students the opportunity to explore a particular area of study to a greater extent than is possible in a formal classroom. Examples of such clubs are the French Club, History Club and DECA Club. Students should not be denied membership in a curriculum-related club due to their lack of a specified academic grade or average, but students may be denied membership in a curriculum-related club based on a record of misconduct.

E. Service clubs should provide service to the school and community. These clubs should foster leadership, citizenship and character development. Examples of such clubs are the Anchor Club, Ebony Society and Key Club. Students may be denied membership in a service club due to:

1. A record of misconduct.

2. A lack of commitment to providing service to the school and/or community.

3. A lack of teacher recommendations or any other qualifications deemed appropriate by the club, subject to approval of the faculty adviser or principal.

F. Honor societies are similar to curriculum-related as well as service clubs. They may provide enrichment activities in a particular subject area as well as service to the school and community. Examples of such societies are the National Honor Society, Spanish Honor Society and Thespians. Students may be denied membership in an honor society due to their lack of a specified academic grade or average, a record of misconduct or based on any other qualifications approved by the faculty adviser and principal.

G. Student-interest clubs should provide students the opportunity to explore and learn in areas that are not directly related to the curriculum but which merit faculty supervision and school sponsorship because of the educational value of their purpose. Examples of such clubs are the Chess Club and the Photography Club.

H. Religious, political clubs shall not be sponsored by any school. It is the policy of the board to maintain a position of strict neutrality with respect to the religious and political views of its students in respect of their First Amendment rights to the freedom of speech, association and religion. Such groups may meet in a school in accordance with Policy 6146, Student-Initiated Non-School-Sponsored Extra-Class Activities.

VI. Non-Athletic Teams and Squads.

A. "Non-athletic teams and squads" shall mean those student groups selected by local school officials to represent the school, such as: debate teams, Hi I.Q. teams, drill teams, majorettes, bands and other performing groups.

B. Membership on such teams and squads shall be determined by a committee appointed by the local school principal.

C. School officials and sponsors of activities shall encourage participation by, and ensure equal opportunity for all students.

D. Funding for Regional and National Competition: Before a non-athletic team or squad enters a regional or national competition, it shall submit a plan to the principal and the appropriate assistant superintendent for their approval describing the ways and means that the team or squad intends to pay for team's travel expenses and other costs for participating in the competition. The plan shall not be approved unless reasonable efforts are made to assure that no student is denied the opportunity to participate in the competition due to the inability to pay.

VII. Student Government and Elected Positions.

A. All secondary schools shall have, and elementary schools are encouraged to have,

some form of student government.

B. All student governments or councils shall be elected by popular vote of the pupils themselves in accordance with a constitution and bylaws adopted by the local student government and approved by local school officials and the appropriate assistant superintendent.

C. No student shall be denied the privilege of seeking or being elected to a student government council or assembly, or to any office of a student government or council on the basis of race, religion, marital status, sex, national origin or handicap.

VIII. Athletics. The athletic program of any school is a valuable asset to the total educational process. Different programs with different emphasis are necessary and appropriate for different age groups.

A. All students participating in interscholastic athletics in both middle and high school must be adequately covered by accident insurance and have a health examination by a licensed physician prior to beginning practice each school year.

B. Any student absent from athletic participation for at least five (5) consecutive days due to illness or injury shall receive written medical clearance by a healthcare professional licensed to practice medicine prior to being allowed to participate in practices or games. Schools will assist students in identifying area clinics providing free and/or reduced fee medical services in the event students cannot afford medical care.

C. Evidence of legal birth date must be established by a copy of the birth certificate, or from one of the following sources: a record from the State Bureau of Vital Statistics, Raleigh; a record from the County Register of Deeds' office; an infant baptismal record; a recording from the attending doctor's registry or cashbook, if specific; a news item at the time of birth from the local daily or weekly paper; or an official register sheet from the first grade.

D. Generally, no person shall be excluded from membership or participation in any interscholastic or intramural athletic activity on the basis of sex. However, in accordance with Title IX of the Education Amendments of 1972, the following exceptions are permitted:

1. Contact sports: if the sport or athletic activity involves bodily contact as a major part of the activities, teams may be limited to members of one sex.

2. Competitive sports: if selection for a team is based on competitive skill, separate teams may be provided for boys and girls. If separate teams are not offered, boys and girls shall be given equal opportunity to try out for the team that is sponsored by the school.

E. Supervision of athletics. Each coach of a team or squad is responsible for the

control or supervision of the members of the team. The school principal or a designee of the principal shall attend and shall be responsible for the supervision of all athletic games or contests with particular emphasis on the supervision of football, soccer, basketball and any sporting events attended by large number of spectators.

F. Governance regarding athletics - In addition to board policies, administrative regulations and local school rules, interscholastic athletics at the secondary level are also subject to the rules and regulations established by the N.C. Dept. of Public Instruction and the N.C. High School Athletic Association.

G. Eligibility of Students Who are Transferred.

1. As a general rule, a student granted a high school transfer in accordance with Policy 5117 and its implementing regulations (AR 5117.1-5117.5) shall be eligible immediately for interscholastic athletics at the new school to which the student is assigned.

2. Student athletes who request and are granted more than one high school transfer in any twelve-month period shall be ineligible for interscholastic athletics for a minimum of one full academic semester

— October 2021

AR 6145.2

Athletic Eligibility Regulations

I. Introduction.

The purpose of this regulation is to implement the provisions of Policies 5117, 6145 and 6145.2 and Administrative Regulations 5117.1 through 5117.5, which establish eligibility criteria for admission to schools and athletics and prohibit recruiting by school personnel and to implement the provisions of the NCHSAA Sportsmanship Policy, which prohibits various combative acts during athletic contests.

II. Recruiting Defined.

Recruiting is defined as and includes any and all direct, indirect or inferred written or verbal attempts to persuade or influence a student athlete to transfer to any high school other than the school to which a student is assigned based on his/her domicile for athletic purposes.

III. General Regulations.

A. The policy and regulation on recruiting shall be posted in every middle and high school.

B. The principal or athletic director shall inform the full faculty that recruiting transfer athletes is in violation of board policy.

C. Whenever a school employee suspects that a student has been recruited to transfer schools for athletic purposes, the employee has a duty to report his/her suspicions in writing to the principal and program manager for athletics. The program manager

shall investigate all reports of suspected violations of the board's policy prohibiting recruiting. The findings of that investigation shall be reported to the superintendent or his designee.

D. High school students assigned to Paisley Magnet School, Early College, or Middle College, and who meet all other eligibility requirements may participate in extra-curricular activities at their residential high school. Qualifying eligible students may not choose to participate at a high school which is not their residential school, with the exception of Paisley students who intend to complete their IB diploma at Parkland. These Paisley students may participate in athletics at Parkland regardless of their residential area. The principal of the school for which students are to participate, or his/her designee, is responsible for ensuring the eligibility of such students.

IV. Students Who Are Ineligible for Interscholastic Athletics.

A. A student who transfers from one WS/FC school to another WS/FC school must sit out from athletic participation for 365 days. Exceptions to this eligibility rule are:

1. Students who transfer schools during the approved Choice transfer period as described in AR 5117.2 (middle schools) and AR 5117.3 (high schools).
2. Students who have a bona fide change in domicile within the WS/FC schools. These students will be ineligible for athletic participation only for the remainder of the sports season during which they transferred.

B. Students who are assigned to an alternative school for disciplinary reasons under the provisions of Policy 5131 or 5117 shall be ineligible for interscholastic athletics for the remainder of the school year. However, if the student's conduct at the receiving school is exemplary, the principal of the receiving school may reinstate a student's athletic eligibility after 30 school days from the initial date of the student's suspension.

C. Any student suspended from school for a violation of Policy 5131.6, Alcohol and Drug Abuse, shall be ineligible for participation in athletics for a minimum of thirty (30) calendar days. Students may be suspended from participation in athletics for a longer time period at the discretion of the principal or the principal's designee.

D. A student transferring to a WS/FC school from a non-WS/FC school (charter school, private school, or from another state/county) must sit out from athletic participation for 365 days. Students suspended from eligibility under this provision are not entitled to the eligibility review described in section VI below. These students must request an exception for immediate athletic eligibility from the NCHSAA transfer committee, pursuant to that committee's guidelines.

E. For purposes of athletic eligibility

pursuant to this regulation, a "sports season" is defined as beginning with the first practice and concluding on the date the school team plays its final athletic contest. A student who participates in a practice or try out at a WS/FC school may not participate in the same sport during the same sports season at another WS/FC school. A cheerleader who participates in cheerleading at one school during the fall sports season and transfers to a WS/FC school (or a different WS/FC school) may cheer for the new school during the winter sports season. A tryout is considered a practice.

V. Sportsmanship/Ejection Regulations.

A. These regulations apply to all persons involved in a high school athletic contest, including student athletes, coaches, managers, and game administrators. The following behavior or conduct will result in an ejection from a contest:

1. Fighting, which includes but is not limited to combative acts such as:
 - a. An attempt to strike or striking an opponent with a fist, hands, arms, legs or feet.
 - b. An attempt to punch or kick, or punching or kicking, an opponent, regardless of whether or not contact is made.
 - c. An attempt to instigate or instigating a fight by committing an unsportsmanlike act toward an opponent that causes an opponent to retaliate.
 - d. Leaving the bench area to participate in a fight (contact or no contact).
2. Taunting or baiting.
3. Profanity directed toward an official or opponent.
4. Obscene gestures, including gesturing in such a manner as to intimidate.
5. Disrespectfully addressing or contacting an official.

B. Penalty. If a person, athlete or coach, is ejected from a contest for any of the above reasons, the following penalty will be imposed by the WS/FCS:

1. Players. The WS/FCS will follow the ejection (not disqualification) suspension guidelines promulgated by the NCHSAA.
2. Coaches. Coaches who are suspended under these rules shall receive a pro rata reduction in their monthly coaching supplement.
3. Teams. NCHSAA ejection guidelines will determine whether teams are eligible to participate in state playoffs.

VI. Athletic Eligibility Review.

Any student whose athletic eligibility is suspended for more than 30 school days may request a review of that decision by the Athletic Eligibility Review Committee, except students whose eligibility is suspended

pursuant to section IV, D above. Those students must request an exception for immediate athletic eligibility from the NCHSAA transfer committee. For all other students, the following administrative procedures will be used in the review process:

A. Responsibility for the review procedure will be assigned to a four-member review committee composed of:

1. The assistant superintendent for the high or middle school division, as appropriate, shall serve as chairperson.
2. One or more principals selected by the assistant superintendent who is not involved in the case under review but serves at the same grade level. At the high school level, the committee shall include the principals from Carter High School, Griffith Academy and the Career Center. At the middle school level, the committee shall include the principals at Kennedy Learning Center, Griffith Academy and Lowrance Middle School.
3. The WS/FCS athletics director or program manager for health, P.E. and athletics.

B. Students who are ineligible for athletics for more than 30 school days will receive with their approved suspension, transfer or change in assignment a notice advising them of their athletic ineligibility and the appropriate steps to be taken should they wish a review of their eligibility.

C. When eligibility reviews are requested, the chairman of the review committee will schedule a time and place for the eligibility review and notify all parties concerned.

D. The eligibility review will be conducted in an informal manner. The student athlete and his/her parents shall have a right to appear before the review committee and to make an oral and/or written presentation to the committee in support of the request for eligibility. At the conclusion of the hearing, the review committee will decide whether or not to reinstate the student's athletic eligibility based on the following criteria:

1. For recruiting violations:

- a. The student had a legitimate education reason for requesting two transfers within a 12-month period that was not influenced directly or indirectly by the student's participation in athletics.
- b. The student's conduct at the receiving school has been exemplary.

E. The student and the principal of the school to which he is assigned will be notified in writing of the decision of the review committee. The notification will advise the student that the decision may be appealed to the Board and the procedures for such an appeal.

F. Appeals to the Board must be submitted

in writing to the superintendent. Appeals will be heard by a three member committee of Board members acting for the full Board in accordance with Policy 5145, Parent and Student Grievance Procedure.

— April 2014

SUMMARY OF AR 6145.6

Athletics – Accommodation of Interests and Abilities

If a student or parent wants to request the addition of a sport not currently offered at a high school or the addition of a level of sport not currently offered and available at a high school, the request must be made orally or in writing to the school's principal or athletic director. The principal and athletic director will review all requests and may schedule a student and/or parent meeting to determine whether sufficient interest exists in adding such sport or level of sport, either as a club team or an interscholastic team recognized by the NCHSAA. If sufficient interest and competitive opportunities within the school's geographic region or the school's athletic conference exist, the school will field the appropriate team during the next normal season such sport is played.

— June 2010

POLICY 6146

Student-Initiated Non-School Sponsored Extra-Class Activities

I. Introduction.

The Winston-Salem/Forsyth County Board of Education authorizes its high schools to sponsor service and student interest clubs that are not directly related to the curriculum of its school system and has therefore created a "limited open forum" as that term is used in the Equal Access Act, a federal law.

II. General Statement of Policy.

A. In compliance with the Equal Access Act, student-initiated, non-school-sponsored high school student groups shall be permitted to use school facilities after the end of the instructional day, at reasonable times and places designated by the principal, to conduct voluntary high school student meetings. Principals and other school officials shall not deny equal access or a fair opportunity to, or discriminate against, any high school students who wish to conduct a meeting after school in accordance with this policy on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. Pursuant to this policy, religious, political and similar types of student-initiated groups will be allowed to meet at school that have not been allowed to use school facilities in the past due to the lack of school sponsorship. School sponsorship has been withheld and will continue to be withheld from such groups in respect of each student's First Amendment Rights to the Freedom of Speech, Association and

Religion. It is the policy of this board to maintain a position of strict neutrality toward each student's religious and political beliefs. Allowing these student-initiated groups to use school facilities is not and shall not be interpreted as an endorsement of religion in general or any religious or political ideas in particular.

III. Definitions.

A. Student-initiated: a "student-initiated" group, club or organization is one originated and directed solely by the students enrolled at a particular high school. Non-school persons or groups may not promote, lead, direct, conduct, control or regularly attend the meetings of such groups.

B. Non-school-sponsored: a "non-school-sponsored" group, club or organization is one that is not organized, directed, approved, endorsed, led, promoted or participated in by a school or school system employees.

IV. Control and Supervision.

A. Students who wish to form a student-initiated, non-school-sponsored group or club shall submit their request to use school facilities to the principal in writing.

B. The request shall state the name of the group, the names of the organizers or officers of the group and the general purpose of the group. A group's name may not include the name of the school in order to avoid any inference that the group is sponsored by the school.

C. The principal may not deny a group's request to use school facilities based solely on the purpose or content of the group's meeting, except as set forth below, nor may the principal limit the right to use school facilities to groups that are not of a specified numerical size.

D. The principal may deny a group's request to use school facilities for its meetings if the principal has a reasonable basis to believe that:

1. The meeting will materially and substantially interfere with the orderly conduct of educational activities within the school; or the group's meeting(s) has in the past materially and substantially interfered with the orderly conduct of educational activities within the school.

2. The group's meeting will not be truly voluntary in that the group or its members will coerce or attempt to coerce other students to attend its meeting in a disruptive, proselytizing or offensive manner.

3. The group will prohibit students from attending its meetings based solely on their race, ethnic origin, sex or handicapping condition in violation of state and/or federal law and regulations.

4. The group will violate or has in the past violated the rules and regulations governing the use of school facilities as set forth in Policy 1330, "Use of School

Facilities," a copy of which shall be provided to each student group requesting the use of school facilities.

5. The meeting or activity at the meeting will be otherwise unlawful or will promote unlawful activities.

E. The principal shall have the authority to designate reasonable times and places for student-initiated, non-school sponsored groups to conduct their meetings. The said times and places shall be reasonably similar to the times and places which are granted to school-sponsored clubs and organizations.

F. The principal may assign a school employee to attend the meetings of such groups for custodial purposes only. The school employee may not:

1. Promote, lead or participate in a group's meeting.

2. Influence the form or content of any prayer or religious activity at such a meeting.

3. Require any person to participate in prayer or other religious activity at such a meeting.

G. The principal may assign an employee to attend such meetings:

1. To maintain order.

2. To enforce the rules governing the use of school facilities as set forth in Policy 1330, Use of School Facilities.

3. To protect school system property.

4. To protect the general welfare of the students involved.

H. A principal may not compel an employee to attend a meeting of a student-initiated group if the content of the speech at the meeting is contrary to the beliefs of the employee.

V. Limitations on Student-Initiated, Non-School-Sponsored Groups.

In order to ensure that students, parents and the community know and understand that the student-initiated groups that use school facilities in accordance with this policy are not sponsored by the board, the school system or an individual school, the following limitations shall be placed on the activities of student-initiated, non-school-sponsored groups:

A. Announcements of their activities or meetings shall include a disclaimer that the club is a student-initiated, non-school-sponsored club and/or activity.

B. They may not deposit their funds, if any, in a school's accounts.

C. They may engage in fund-raising activities at school, but they are subject to the same policies and regulations that apply to school-sponsored clubs and student activities.

D. They shall not be portrayed in a school's yearbook as a school-sponsored club or activity.

E. They shall not identify their group or organization with a particular school in any way or manner that would cause a person to believe or assume that the group is sponsored by the school. For example, a student-initiated, non-school-sponsored group may not identify itself as any Forsyth High School _____ Club or the _____ Club of any Forsyth High School.

– July 1992

School Directory

Elementary Schools

Ashley Academy 336-703-4203
1647 Ashley School Circle 27105
Anita Hooker, Principal

Bolton Elementary 336-703-4247
1250 Bolton St. 27103
Cheryl Frazier, Principal

Brunson Elementary 336-703-4206
155 N. Hawthorne Road 27104
Anissia Scales, Principal

Caleb's Creek Elementary 336-703-6757
1109 Salem Crossing Road, Kernersville 27284
Rita McPhatter, Principal

Cash Elementary 336-703-4174
4700 Old Hollow Road, Kernersville 27284
Jennifer Swofford, Principal

Children's Center 336-727-2440
2315 Coliseum Drive 27106
Vickie Miller-Warren, Principal

Clemmons Elementary 336-703-4210
6200 Bingham Avenue, Clemmons 27012
Wendy Brewington, Principal

Cook Literacy Model School ... 336-703-4201
920 11th Street N.W. 27105
Celena Tribby, Principal

Diggs-Latham Elementary 336-703-4102
986 Hutton Street 27101
Cassandra Dobson, Principal

Downtown School 336-703-4125
601 N. Cherry Street 27101
Andy Lester-Niles, Principal

Easton Elementary 336-703-6717
734 E. Clemmons Circle 27107
Ramona Warren, Principal

Forest Park Elementary 336-703-4291
2019 Milford Street 27107
Debra Gladstone, Principal

Gibson Elementary 336-703-4212
2020 Walker Road 27106
Cynthia Russell, Principal

Griffith Elementary 336-703-4245
1385 W. Clemmons Road 27127
Tiffany Krafft, Principal

Hall-Woodward Elementary 336-703-4238
125 Nicholson Road 27107
Sheila Burnette, Principal

Ibrahim Elementary 336-703-6771
5036 Old Walkertown Road 27105
Tamatha Fullerwinder, Principal

Jefferson Elementary 336-703-4215
4000 Jefferson School Lane 27106
Katie McGregor, Principal

Kernersville Elementary 336-703-4100
512 W. Mountain St., Kernersville 27284
Teresa Rose, Principal

Kimberley Park Elementary 336-703-6731
1701 N. Cherry Street 27105
Diamond Cotton, Principal

Kimmel Farm Elementary 336-703-6760
4672 Ebert Road 27127
Angela Moore-Little, Principal

Konnoak Elementary 336-703-4163
3200 Renon Road 27127
Trent Watkins, Principal

Lewisville Elementary 336-703-4224
150 Lucy Lane, Lewisville 27023
Anna Balser, Interim Principal

Meadowlark Elementary 336-703-4208
401 Meadowlark Drive 27106
Neil Raymer, Principal

Middle Fork Pre-K Center 336-703-4224
3125 Williston Rd 27051
Nichole Rose, Assistant Principal

Mineral Springs Elementary 336-703-6788
4527 Ogburn Avenue 27105
Marquita Johnson, Principal

Moore Magnet 336-727-2860
451 Knollwood Street 27103
Justin Marckel, Principal

Morgan Elementary 336-703-4148
3210 Village Point Drive, Clemmons 27012
Lisa Davis, Principal

North Hills Elementary 336-703-4176
340 Alspaugh Drive 27105
LaJoi Wilson-Moore, Principal

Old Richmond Elementary 336-703-4287
6315 Tobaccoville Road, Tobaccoville 27050
Terrence Suber, Principal

Old Town Elementary 336-703-4283
3930 Reynolda Road 27106
Samantha Manring, Principal

Petree Elementary 336-703-4141
3815 Old Greensboro Road 27101
Patrick Saddler, Principal

Piney Grove Elementary 336-703-4122
1500 Piney Grove Rd., Kernersville 27284
Brendan Elkins, Principal

Rural Hall Elementary 336-703-6789
275 College Street, Rural Hall 27045
Shannon Boles, Principal

Sedge Garden Elementary 336-771-4545
475 Sedge Garden Rd., Kernersville 27284
Angela Reeves, Principal

Sherwood Forest Elementary... 336-774-4646
1500 Yorkshire Road 27106
Jacob Lowther, Principal

Smith Farm Elementary 336-703-4188
4250 Johnny Knoll Drive, 27107
Zachary Baker, Principal

South Fork Elementary 336-703-4231
4332 Country Club Road 27104
Raphael Green-Hughes, Principal

Southwest Elementary 336-703-4195
1631 Southwest School Dr., Clemmons 27012
Summer Jackson, Principal

Speas Elementary 336-703-4135
2000 W. Polo Road 27106
Robert Ash, Principal

Special Children's School 336-703-4191
4505 Shattalon Drive, 27106
Sandra Gilmer, Principal

Union Cross Elementary 336-703-4233
4300 High Point Road, Kernersville 27284
Javita Noel Stockton, Principal

Vienna Elementary 336-703-4178
1975 Chickasha Road, Pfafftown 27040
Lee Koch, Principal

Walkertown Elementary 336-703-4235
2971 Main Street, Walkertown 27051
Diana McIntosh, Principal

Ward Elementary 336-703-4235
3775 Fraternity Church Road 27127
Colin Tribby, Principal

Whitaker Elementary 336-703-6740
2600 Buena Vista Road 27104
Brian Brookshire, Principal

Middle Schools

Clemmons Middle 336-703-4217
3785 Fraternity Church Road 27127
Sandra Hunter, Principal

East Forsyth Middle 336-703-6765
810 Bagley Drive, Kernersville 27284
Shiwanah Bangham, Principal

Flat Rock Middle 336-703-6762
4648 Ebert Road 27127
Jamal Crawford, Principal

Hanes Magnet Middle 336-703-4171
2355 Pleasant St. 27107
Robin Willard, Principal

Jefferson Middle 336-703-4222
3500 Sally Kirk Road 27106
Shane O'Neal, Principal

Kernersville Middle 336-703-4255
110 Brown Road, Kernersville 27284
Lisa Smith Duggins, Principal

Lewisville Middle 336-866-3032
1115 Lewisville-Vienna Rd, Lewisville, 27023
Lowana Wade, Principal

Lowrance Middle 336-703-4181
3605 Old Greensboro Road 27101
Evette Clemmons, Principal

Main Street Academy 336-703-4185
2700 S. Main Street 27127
Ronald Travis, Principal

Meadowlark Middle 336-922-1730
301 Meadowlark Drive 27106
Matt Dixon, Principal

Mineral Springs Middle 336-703-6733
4559 Ogburn Avenue 27105
Shaunne Hall, Principal

Northwest Middle 336-703-4161
5501 Murray Road 27106
William Wynn, Principal

Paisley Magnet 336-703-4168
1400 Grant Street 27105
Natasha Woods, Principal

Philo-Hill Magnet 336-703-4165
410 Haverhill Street 27127
Franchesca Gantt, Principal

Southeast Middle 336-703-4219
1200 Old Salem Road, Kernersville 27284
Stephanie Gentry, Principal

Walkertown Middle 336-703-4154
5240 Sullivantown Road, Walkertown 27051
Monica Bruce, Principal

Wiley Middle 336-727-2378
1400 Northwest Boulevard 27104
Stephanie Saunders, Principal

W-S Preparatory Academy 336-703-6732
1215 N. Cameron Avenue 27101
Keisha Gabriel, Principal

High Schools

Atkins High 336-703-6754
3605 Old Greensboro Road 27101
Chris Nichols, Principal

Career Center 336-727-8181
910 Highland Court 27101
Nancy Martinez, Principal

Carter High 336-703-4119
851 Highland Court 27101
Shawna Penn, Principal

Carver High 336-727-2987
3545 Carver School Road 27105
Thyais Maxwell, Principal

Early College 336-757-3290
Ardmore Building, Forsyth Technical Community College, 2100 Silas Creek Parkway 27103
Kenneth Jordan, Principal

East Forsyth High 336-703-6735
2500 W. Mountain Street, Kernersville 27284
Rusty Hall, Principal

Forsyth Middle College 336-734-7437
Snyder Hall, Forsyth Technical Community College, 2100 Silas Creek Parkway 27103
Kenneth Jordan, Principal

Glenn High 336-771-4500
1600 Union Cross Rd., Kernersville 27284
Scott Munsie, Principal

John F. Kennedy High 336-703-4143
890 E. 11th Street 27101
Alfreda Smith, Principal

Main Street Academy 336-703-4185
2700 S. Main Street 27127
Ronald Travis, Principal

Mount Tabor High 336-703-6700
342 Petree Road 27106
Donald Wyatt, Principal

North Forsyth High 336-661-4880
5705 Shattalon Drive 27105
Bridget Hayes, Principal

Parkland High 336-771-4700
1600 Brewer Road 27127
Noel Keener, Principal

Reagan High 336-703-6776
3750 Transou Road, Pfafftown 27040
Brad Royal, Principal

Reynolds High 336-703-4145
301 N. Hawthorne Road 27104
Calvin Freeman, Principal

Walkertown High 336-703-4151
5240 Sullivantown Road, Walkertown 27051
Misty Walker, Principal

West Forsyth High 336-712-4400
1735 Lewisville-Clemmons Rd., Clemmons 27012
Kevin Spainhour, Principal

W-S Preparatory Academy 336-703-6732
1215 N. Cameron Avenue 27101
Keisha Gabriel, Principal

Other

Homebound / Hospital 336-703-6732
2020 E 12th St., Winston-Salem 27101
Meredith Holmes, Principal

Kingswood School K-12 336-703-4128
1001 Reynolda Road 27104
Roderick Dupree, Principal

Virtual Academy 336-703-4296
601 N. Cherry Street Ste. 250
Chris Holbrook, Principal



2023-2024 Student Calendar

■ 1st Quarter
 ■ 2nd Quarter
 ■ 3rd Quarter
 ■ 4th Quarter
 Color-coded days are instructional days for students.
 Semester 1 has 88 Days (Q1=43, Q2=45) Semester 2 has 85 Days (Q3=42, Q4=43)

July 2023

S	M	T	W	T	F	S
						1
2	3	H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 4: Independence Day (Observed)

August 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 28: First Day of School

September 2023

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sept 4: Labor Day

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Oct 27: End of Quarter 1

Oct 30 & 31: Teacher Professional Day

November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	20	21	22	H	H	25
26	27	28	29	30		

Nov 1: Beg of Quarter 2

Nov 10: Veteran's Day

Nov 22-24: Thanksgiving Holidays

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Dec 18-29: Winter Break

January 2024

S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 1-2: Winter Break

Jan 15: MLK, Jr. Day

Jan 24: End of Q2 & Sem 1

Jan 25 & 26: Teacher Professional Day

Jan 29: Beg of Q3 & Sem 2

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	H	30
31						

March 4-5: Teacher Professional Day

March 28: End of Quarter 3

March 29: Good Friday - Holiday

April 2024

S	M	T	W	T	F	S
	L	L	L	L	L	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 1-5: Spring Break

April 8: Teacher Professional Day

April 9: Beg of Quarter 4

May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

May 27: Memorial Day

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 7: End of Q4, Sem 1, Last Day for Students

H = Holiday •

Teacher Professional Days(No School for students): Oct. 30-31, Jan. 25-26, Mar. 4-5, Apr. 8

Jan. 25 & 26, Mar 4 & 5, April 8, June 10-12: Make Up Days



Phone: 336. 727. 2861

P. O. Box 2513

Winston-Salem, NC 27102

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