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 schools can choose from among the schools in their zones.

If the 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 748-3302, visit the school system’s website, wsfc.k12.nc.us, or Student Assignment’s website, www.wsfc.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 any 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 each spring during the Schools of Choice period. The period is announced at schools and on the school system’s website, wsfc.k12.nc.us. Information about the Choice period is mailed to the parents’ address or 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 disciplinary reason for 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 – elementary and middle schools with different themes, or areas of emphasis; 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 transfers to schools outside their attendance zone.

Students can apply to magnet schools in January. Magnet schools offer specialized courses of study and draw students from around the county. More information about magnet schools can be found on page 4.

The choice period usually is held in February, 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.

Finally, parents may request a special transfer for a good and substantial cause. A request for a special transfer may be made at any time if there is a significant change in the student’s or family’s circumstances. Parents may not request a special transfer to a school within their attendance zone. Transportation is not provided.

Requests for a special transfer must be submitted in writing to the principal of the school the student is attending. All special transfer requests are subject to the review of the appropriate assistant superintendent, 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 granted a transfer to another immediately. For more information, see Policy 5117.

Students approved for a transfer must provide their own transportation, comply with the system’s attendance policy, make passing grades and exhibit exemplary conduct.

Federal “No Child Left Behind” Transfer Rules

In addition to the school system’s student assignment policy, the federal No Child Left Behind Act of 2001 gives parents the right to choose another school for their child in some instances.

Students attending schools that meet the following criteria are guaranteed a transfer to an elementary or middle school within their zone or to another high school in the county.

- Adequate yearly progress. If a Title I school does not make adequate yearly progress (AYP) for at least two consecutive years, a student attending that school is guaranteed a transfer to a school within his or her attendance zone that made AYP. If no school in an attendance zone made AYP, the student shall be guaranteed a transfer to a school in an adjacent zone.

- Persistently Dangerous. If a student’s school has been identified as “Persistently Dangerous” by the state Board of Education as defined in Policy SS-A-006, a student is guaranteed a transfer to a school within his or her zone or to a high school that is not “persistently dangerous.” If a student has been the victim of a violent criminal offense under state law at his current school or on school grounds, he is guaranteed a transfer to a school within his zone immediately.

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 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 moves within Forsyth County during a sports season will be ineligible for interscholastic athletics at the new school in the same sport for the remainder of that sport’s season. If a student or a student’s parents believe that this will create an undue hardship, they may request a waiver under Administrative Regulation 6145.2, which is on page 41 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.

Elementary School Zones and Themes

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 the ABCs of Public Education, a statewide accountability program.

Zone 1
• Caleb’s Creek: A Connected School
• Forest Park: Mathematics and Science
• Hall-Woodward: Communications
• Sedge Garden: Mathematics and Science
• Union Cross: Traditional Academy

Zone 2
• Cash: Schoolwide Enrichment and Multiple Intelligences
• Kernersville: A Total Learning Community
• Petree: Core Knowledge, Integrated Arts
• Piney Grove: Science and Communication

Zone 3
• Ashley: International Baccalaureate Primary Years Program
• Ibrahim: Aeronautics Academy
• Middle Fork: School of Discovery
• Mineral Springs: Renzulli Academy of Arts and Technology
• Walkertown: 4 Cs – Curriculum, Character, Career and Community

Zone 4
• Gibson: Writing and Publishing
• North Hills: Traditional Academy
• Old Richmond: A Perfect Fit
• Old Town: Global Academy
• Rural Hall: Communications with Distance Learning

Zone 5
• Jefferson: Discovering Math and Science
• Kimberley Park: Mathematics and Science
• Sherwood Forest: Science and Visual Arts
• Speas: Civic Participation and Multimedia Learning
• Vienna: Communications

Zone 6
• Brunson: World Cultures and Communication
• Cook: Technology and Communications
• Meadowlark: Exploring Math and Science through Technology
• South Fork: Essential Skills for the Future
• Whitaker: Where Excellence Starts

Zone 7
• Bolton: Exploration
• Diggs-Latham: Arts and Global Studies
• Lewisville: Science
• Moore: Multiple Intelligences
• Southwest: Community, Character and Communications

Zone 8
• Clemmons: Global Communications
• Easton: Academic Acceleration and Enrichment
• Griffith: Math and Science
• Kimmel Farm: Problem-Based Learning
• Konnoak: Professional Development
• Ward: Adventures in Learning

Middle School Zones and Themes

All schools emphasize basic academic skills, provide 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 the ABCs of Public Education, a statewide accountability program.

East Zone
• East Forsyth: Multiple Intelligences
• Kernersville: Project Genesis
• Winston-Salem Preparatory Academy: Academic Academy

Midwest Zone
• Jefferson: An Academic Village
• Paisley: International Baccalaureate Middle Years Programme
• Wiley: Where Learning is for Life

Northeast Zone
• Hanes: Gifted & Pre-Engineering Academy
• Mineral Springs: Magnet for Arts and Leadership
• Walkertown: The Career Academy

Northwest Zone
• Hanes: Gifted & Pre-Engineering Academy
• Mineral Springs: Magnet for Arts and Leadership
• Northwest: ACE Network: Achievement, Character Education and Environmental Science

Southeast Zone
• Caleb’s Creek: A Connected School (6th grade only)
• East Forsyth: Multiple Intelligences
• Hill: Magnet for Visual, Performing, Media and Literary Arts
• Southeast: A Future Focus School

Southwest Zone
• Clemmons: Preparatory Academy
• Flat Rock: The Apollo Project
• Meadowlark: Connecting for Excellence
• Philo: Global Technology and Language Immersion
Magnet Schools

The Winston-Salem/Forsyth County school system has 15 magnet school programs in all, with five at the elementary-school level, six at the middle-school level and four at the high school level.

Transportation from anywhere in Forsyth County is available to Ashley Elementary, Atkins High, Diggs-Latham Elementary, Hill Middle, Mineral Springs Elementary and Middle, Moore Magnet, Paisley Middle, Parkland High, Philo Middle, Reynolds High and the high-school and middle-school programs at the Winston-Salem Preparatory Academy.

Admission to all schools is by application. If more students apply than a school has space for, a lottery will be held for admission.

For more detailed information about magnet schools, please call 727-2519 or visit www.wsfcsmagnets.net.

– Policy and AR 5117

Ashley Elementary is certified to offer the International Baccalaureate Primary Years program, a rigorous course of study based on international standards. The program teaches internationalism, foreign language, global communication and pre-Algebra concepts. This program serves as a gateway to the Paisley Middle Years IB program.

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

The Downtown School serves students whose parents live or work in the downtown area; it does not have a regular attendance area. The school features small classes, experiential learning, extended-day programs and extensive use of community resources. The school will add a sixth grade in 2010-11 as the first step in a three-year transition to becoming a K-8 school. Parents are expected to volunteer weekly.

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

Moore Magnet is the school system’s oldest magnet school. It stresses multiple intelligences and learning styles, team teaching and an exploratory, hands-on approach. Technology, theme-based integrated instruction, student-centered areas of strength, and interactive lessons contribute to students’ successes.

Hanes Middle is the only middle school in the county that offers Project Lead the Way, a pre-engineering program that is taught as an elective. The school also emphasizes gifted education.

Hill Middle continues Diggs-Latham’s emphasis on visual and performing arts, such as dance, drama, filmmaking and music. State-of-the-art facilities include a filmmaking laboratory and institute, a fully equipped dance studio and music technology lab, and a professional auditorium with expert sound and lighting systems.

Mineral Springs Middle focuses on arts and leadership to prepare students to reach their highest intellectual, physical, emotional and social potential. Arts opportunities include visual art, drama, orchestra, band, chorus, dance and photography.

Paisley Middle continues the themes of Ashley Elementary. The school is authorized by the International Baccalaureate Organization to offer the Middle Years Programme. The school develops students’ attitudes, knowledge and skills as they learn about their own and others’ cultures. Students have the opportunity stay for grades 9 and 10, then continue their studies at Parkland High.

Philo Magnet Academy offers instruction in Mandarin Chinese, international business and world culture. These programs promote academic excellence and cultural awareness. All students are required to take a foreign language.

Atkins High offers three career academies: biotechnology, pre-engineering and computer technology. Each academy was developed in cooperation with business, industry and community leaders.

Parkland High is the only high school in Forsyth County certified to offer International Baccalaureate classes. Students who earn an IB diploma can receive advanced college standing or scholarships, depending on the college or university they attend. Parkland also has a cultural arts strand of study.

Reynolds High is a magnet school for the visual and performing arts. The program integrates the arts into core academic areas to provide students with increased opportunities for creativity, originality and critical thinking.

Winston-Salem Preparatory Academy offers middle school and high school programs that utilize Bill and Melinda Gates Foundation research with support from the Thurgood Marshall Foundation. The goal for each student is to graduate high school and attend college.

Classes are limited to about 100 students, so classes are small and students learn in an atmosphere of interest and trust. Students are required to complete grade-level projects, service projects and individual portfolios. They also benefit from the school’s partnership with Winston-Salem State University.

Special Schools

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

Children’s Center for the Physically Disabled

The Children’s Center is an effort of Forsyth, Davie and Yadkin counties. It serves children who have significant disabilities and require extensive special education and related services.

Students range in age from birth through fifth grade, with infants through 2-year-olds served through United Way support.

The goal of the center is to prepare each child educationally and therapeutically to move to a less-restrictive setting.

The Special Children’s School

The Special Children’s School serves children with developmental disabilities from birth to 5 years old in an inclusive environment. The school also serves typically developing children, who are about one-third of the school’s enrollment. The school’s goals are to prepare special-needs children for the least restrictive educational environment and give them the skills necessary to be successful when they leave the school.

Funding for the school is provided from the school system, United Way of Forsyth County and Smart Start. The children are cared for by a highly specialized staff of teachers, family support staff, nurses, and therapists in a 22,000-square-foot building.
Lowrance Middle School
Lowrance serves about 125 middle-school-aged exceptional children who have moderate to significant needs. A low teacher-to-student ratio and extensive support personnel help meet the unique needs of each student.

A functional curriculum, assistive technology and auxiliary services augment the standard curriculum. In addition to academic studies, students have community, living and work opportunities at participating agency sites during the school day.

Lowrance is connected to Hanes Middle School, providing opportunities for mainstream activities, social interaction and shared experiences for students in both schools.

Carter High School
Carter is a life-skills high school that uses a functional curriculum instead of the standard course of study. Students may enroll in the life-skills high school as specified in the student’s Individualized Education Plan (IEP). Students enrolled in the functional curriculum specified by the IEP team will receive a graduation certificate upon successful completion of their program. It will open in a new building this year on the campus of Kennedy Learning Center.

Alternative Learning Programs and Schools
The school system offers a variety of different learning possibilities to students who have not been successful in a traditional classroom setting.

Kids+
Kids+ is a therapeutic program for kindergarten students with emotional difficulties that interfere with their learning. It is a collaborative effort between WS/FCS and Youth Opportunities Inc. that teaches emotional and social skills. Classes are located at Cook Elementary.

ESL Academy
The ESL Academy serves middle- and high-school students who have recently arrived in the United States and cannot speak English and are not literate in their native languages. Students may attend the academy for one year. It is housed in the Downtown Marketplace, adjacent to the Downtown School.

CREST and CHOICE
CREST and CHOICE are cooperative programs between the school system and Youth Opportunities Inc. for students in first through ninth grades experiencing emotional difficulties that interfere with learning. Both provide structured classrooms with additional therapeutic services. They are referred by their schools and/or their therapists.

Alternative Learning Centers (ALCs)
ALCs are located at all middle schools and 10 high schools: Atkins, Carver, East Forsyth, Glenn, Mount Tabor, North Forsyth, Parkland, Reagan, Reynolds and West Forsyth. Students who have committed Level II or III discipline offenses are assigned to ALCs. Special strategies and practices are utilized to assist students in a self-contained setting. Students typically stay in ALCs for 45 days and can return to regular classrooms after satisfactorily completing assignments.

The Kingswood School at The Children’s Home
The Kingswood School is a joint venture between WS/FCS and The Children’s Home that will serve students in grades 6-12 with disabilities or mental health diagnoses in two buildings on the Children’s Home campus. Most students will be referred to the school through his/her IEP process or a mental health referral, or assigned to the school through the discipline process. Students will study the N.C. Standard Course of Study as well as receive therapeutic services as required.

Griffith Academy
Griffith Academy is an alternative learning school for students in grades 6-12. Students are assigned to the school as a result of violating the Student Code of Conduct. Programs at Griffith Academy include Millennium at Griffith, Griffith High, CREST, and a day treatment program, in conjunction with Youth Opportunities, Inc. After completing a successful grading quarter and meeting academic, attendance, and behavioral goals, students may be considered for recommendation to a traditional school. Students at Griffith Academy receive instruction aligned to NC Standard Course of Study.

Community Involvement Program
This program is for students who have been given long-term suspensions or expelled. It provides them with life skills training, volunteer opportunities, educational resources and therapeutic services. CIP is a voluntary, self-motivating, fast-track program that gives students the opportunity to demonstrate responsible behavior and show that they are ready to return to traditional schools sooner than the end of their suspension or expulsion.

Kennedy Learning Center
Kennedy Learning Center is an alternative educational community that houses several programs, including the Gateway Prep and LEAP programs.

Kennedy has a 15:1 student/teacher ratio, a full-time social worker, a full-time home-school coordinator, business and community partners who

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**Opening and Closing Times**

**Elementary Schools**
7:55 a.m. – 2:25 p.m.
8 a.m. – 2:30 p.m.
8:05 a.m. – 2:35 p.m.
8:10 a.m. – 2:40 p.m.
8:20 a.m. – 2:50 p.m.
8:25 a.m. – 2:55 p.m.
8:45 a.m. – 3:15 p.m.

**Downtown School**
8:45 a.m. – 3:15 p.m.

**The Special Children’s School**
7:30 a.m. – 6 p.m.

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

**Downtown School**
8:45 a.m. – 3:15 p.m.

**Hanes/Lowrance, Hill, Paisley and Philo**
7:55 a.m. to 2:40 p.m.

**Hanes/Lowrance, Hill, Paisley and Philo**
7:55 a.m. – 2:40 p.m.

**Winston-Salem Preparatory Academy and Mineral Springs Middle**
7:25 a.m. – 2 p.m.

**Winston-Salem Preparatory Academy**
7:25 a.m. – 2 p.m.

**Kennedy Learning Center**
7:25 a.m. – 2 p.m.

**Kennedy Learning Center**
7:25 a.m. – 2 p.m.

**High Schools**
8:55 a.m. – 3:40 p.m.

**Career Center:**
First period begins at 8:10 a.m.

Regular day
9:21 a.m. – 3:10 p.m.

Extended day
5 p.m. – 8 p.m.

**Carter Vocational**
8:55 a.m. to 3:40 p.m.

Students should not arrive on campus more than 30 minutes before the day begins and should leave within 15 minutes of the end of the student day.
Every school provides the opportunity for students to recite the Pledge of Allegiance every day and to provide instruction on the meaning and historical origin of the flag and Pledge.

The Board of Education also authorizes the observance of a moment of silence at the beginning of each day in all grades to foster an environment that is conducive to learning.

The Gateway Prep Program (GP) serves students in sixth through eighth grades who scored at Level I or II on their end-of-grade tests. These students are accepted by application and receive intense, integrated and individualized instruction in the core subject areas to boost their overall achievement and test scores. These students attend GP for a 195-day school year.

Learning Enrichment Acceleration Program (LEAP) serves students in sixth through eighth grades who have been retained or are over age for their grade. These students are accepted by application and have the opportunity to take two grade levels of course work in one extended school year of 195 days. All students on grade levels 6th/7th and 7th/8th have one year to successfully complete the requirements to “leap” to their appropriate grade. Students in 8th/9th take ninth-grade courses and receive high school credit if they meet the requirements.

Kennedy is in the midst of a transformation as it becomes a career and technical high school serving grades 6 through 12. Beginning this year, it will share a campus with Carter High School, and the new Career Center will open on the campus in August 2011.

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/careercenter.

Advanced Placement (AP) courses are offered at the Career Center in art and music, English, science, social studies, math and foreign languages. 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 and Technical Education 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 body and technology, Cisco networking, cosmetology, aviation, culinary arts, commercial art, television/digital media, radio broadcasting, and photography. 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.

The Career Center will move to a new building at the Kennedy Campus in August 2011.

Early College of Forsyth

Early College is a joint program of WS/FCS and Forsyth Technical Community College. In five years, students can complete the requirements for a N.C. high school diploma while earning college credits that may lead to an early completion of an Associate’s degree. All courses are located at Forsyth Tech.

Forsyth Middle College

Middle College provides high school juniors and seniors who are at least 16 years old the opportunity to earn a high school diploma in a non-traditional setting. Middle College classes are fast-paced and require students to master the curriculum. Students may also earn college credit by taking dual enrollment courses. There are no outside sports teams or school clubs. All classes are held on Forsyth Technical Community College campus.

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
7. Educational opportunity

If possible, arrange in advance for absences other than those for illness so that a student can begin to make up the 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 the 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. However, students shall not be excused to participate in off-campus religious instruction or worship exercises for more than two hours a day.

It is the student’s duty to make up work.

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 assigned if a child has missed two or more days.

Students who have been suspended for 10 days or less are responsible for making up exams and other required course work.

Late arrivals and early withdrawals

When students arrive at school late or leave early, they miss out on some of the instructional program. Such comings and goings also interrupt teaching 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 Individual Education Plan.

Students who accumulate 10 unexcused tardies for being late to school 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 the 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 teachers, students, 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, the staff member’s immediate supervisor, or the appropriate assistant 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, e-mail, 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

Student Conduct and Discipline

(This is a summary of Policy 5131, Student Rights, Responsibilities and Conduct and Administrative Regulation 5131, Guidelines for Student Discipline)

The Winston-Salem/Forsyth County Board of Education recognizes its responsibility to provide an atmosphere in its schools that is conducive to learning and protective of student freedoms guaranteed by the Constitution of the United States. In order to meet these responsibilities, the Board of Education adopted Policy 5131 describing students’ rights and responsibilities and the rules of conduct.

School employees are expected to treat students with respect and dignity. The authority of the teacher to control student behavior must be recognized and respected by students and parents.

Every student has the right to be free from fear, harm, and violence at school, on the school bus and at school-related activities. Every student is responsible for observing the rules at school, on the school bus and at school-related activities.

For a complete list of school rules, please see Policy 5131 on page 44 of this handbook.

Alcohol and drug abuse

(The following is a summary of Policy 5131.6)

Substances prohibited on school grounds or at school activities include:

- Wine, wine cooler, beer, and any other malt beverage, including “non- alcoholic” beer.
- Alcohol, liquor, liqueurs, and mixed alcoholic beverages.
- Any drugs listed in the North Carolina Controlled Substances Act.
- Any prescription drug or medication not listed under the North Carolina Controlled Substances Act that has not been lawfully prescribed for the particular student possessing or using the medication.
- An excessive quantity (more than the recommended dosage) of an over-the-counter (OTC) medication, including pills containing ephedrine and caffeine, sufficient to significantly impair the student’s mental or physical capability.
- Any hallucinogenic herbs, such as salvia divinorum (commonly referred to as “Magic Mint” or “Sally D”),
- Any counterfeit controlled substance.
- Any chemical compound which will induce a condition of intoxication when inhaled for that purpose.
- Any drug paraphernalia.

School-system policy prohibits students from having these substances in their automobiles, lockers, book bags or desks, or on their bodies at school or at any school-related activity. Policy also prohibits students from using these substances during normal school hours, including extracurricular activities, or at any time before school or a school activity when the prohibited substance remains in their bodies or influences their behavior.

Selling or distributing prohibited substances at school or during school events is not allowed.

Dress and appearance

Students are expected to follow standards of dress and appearance that are compatible with an effective learning environment when attending school. If a student’s dress or lack of cleanliness is detrimental to his or her health or safety, the principal may require the student and the student’s parents or guardians to take appropriate action to remedy the situation. In addition, if a student’s dress or appearance is so unusual, inappropriate or lacking in cleanliness that it clearly and substantially disrupts class or learning activities, the student may be required to change his or her dress or appearance. Examples of prohibited dress or appearance include:

- Clothing that contains advertisements for tobacco, alcohol or drugs; pictures or graphics of nudity; and words that are profane, lewd, vulgar, or indecent.
- Halter or bare midriff tops, or bare midriffs.
- Spaghetti straps or tank tops.
- Strapless shirts or tube tops.
- Bare feet.
- Short shorts or skirts.
- Pants, slacks or jeans that sag below waist.
- Hats, caps, bandanas, or garments that cover the student’s face or conceal the student’s identity, unless the headwear is worn based on a sincerely held religious belief or practice.
- Underpants or bras showing or worn as outerwear.
- Provocative, revealing attire that exposes cleavage.
- Any symbols, styles or attire associated with gangs, intimidation, violence or violent groups about which students at a particular school have notified.

Teachers and principals are expected to use discretion and common sense in implementing this dress code, including making 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 reasonable force to maintain order at school or at school-related activities, including to control behavior, to quell a disturbance that threatens injury to others,
Guidelines for Discipline

Each student has a right to be told the rules. It is the student’s responsibility to learn and obey them. If school personnel believe that a student has broken a rule, the student has a right to be told what rule has been broken, what he or she is accused of doing wrong and to tell his or her side of the story. It is the job of the principal or assistant principal to investigate further and decide if a student has broken a rule. If so, the teacher, assistant principal or principal will decide what disciplinary action to take to improve the student’s behavior.

AR 5131, Guidelines for Student Discipline, (see pages 58-61) is used to determine appropriate disciplinary actions. It classifies student misconduct into levels with recommended disciplinary actions.

The guidelines also include mitigating and aggravating factors to be used to decide if the disciplinary action should be more or less than the recommended action.

For questions about any disciplinary action, call the teacher or administrator who made the decision. Parents can help their child succeed in school by being aware of a behavior problem before it is repeated or becomes serious.

In-school suspensions

The principal or assistant principal may assign a student to in-school suspension for up to 10 school days for a Level I offense. Parents will be notified in writing of the reason for and the length of the suspension. They may request a conference with the principal.

In-school suspension programs are available in middle and high schools. Students are supervised by a teacher who helps them keep up their work during their suspension.

Out-of-school suspensions

Out-of-school suspensions of up to 6 days are used for Level II and III offenses, particularly at the middle and high school levels, based on the aggravating and mitigating factors in the Guidelines for Student Discipline.

Parents or guardians will be notified orally before an elementary or middle school child is given an out-of-school suspension. If the child is in high school, school personnel will make a good-faith effort to contact a parent or guardian before suspending a child.

Alternative school assignment

Middle and high school students who persistently violate the Code of Student Conduct may be assigned to alternative programs for 45 to 90 school days upon a subsequent Level II or III offense.

Middle and high school students may be assigned to alternative learning centers at their schools.

For Level IV offenses, middle and high school students are assigned to Griffith Academy. Parents or guardians will be notified in writing of the principal’s recommendation, which must be approved by an assistant superintendent. Parents or guardians will be notified orally before an elementary or middle school child is given a short-term, out-of-school suspension. If the child is in high school, school personnel will make a good-faith effort to contact a parent or guardian before giving a child a short-term suspension.

Parents have the right to request a hearing before a hearing officer. They can make that request by contacting the appropriate assistant superintendent within five days. Parents and guardians have a right before the hearing to examine any school records or evidence the school intends to present, to have a representative present, to present evidence, to ask questions of the school’s witnesses at the hearing, to have a record made of the hearing and to receive a decision in a reasonable period of time.

Long-term suspensions and 365-day suspensions

Students who commit a Level V offense may be suspended for the remainder of the school year. Students who commit a Level VI offense may be suspended for 365 calendar days.

The student and the parents must be given a written notice of the recommendation and the reason for it. Parents or guardians will be notified in writing before a suspension of more than 10 days begins.

Parents may request a hearing within five school days before a hearing officer for a Level V offense. The hearing will be scheduled by the principal and the student and the student’s parent shall be notified of the date, time and place of the hearing. Before the hearing, the parent has the right to examine any school records or other evidence the principal intends to present. It shall be private and informal. If the parent chooses not to attend the hearing, the principal may submit evidence in support of the recommendation to the hearing officer. The student may be represented by his or her parents, guardians, an attorney or a person of the student’s choice. The student or the student’s representative will be given the opportunity to present evidence to the hearing officer. The student or the student’s representative has the right to cross-examine witnesses at the hearing. A record will be made of the hearing. The hearing officer will decide whether or not the grounds for the principal’s recommendation are true and have been substantiated.

Expulsion

This is the most severe punishment that the school system may administer. Expulsion means terminating a student’s right to attend school and must be approved by the Board of Education upon the recommendation of both the principal and superintendent. Students 14 years of age or older whose behavior indicates that their continued presence at school constitutes a clear threat to the safety of other students or employees may be expelled.

The offenses that may warrant expulsion are listed under Level VII (pages 58-61).

A hearing will be scheduled before a hearing officer. Parents or guardians...
will be notified of the date, time and place of the hearing and will be invited to attend. The procedures for the hearing and parents’ rights are the same as those for a long-term or 365-day suspension. Parents also will be invited to appear before a hearing panel of the Board of Education when it considers the superintendent’s recommendation.

Students who have been expelled have a right to petition the Board of Education for their readmission after an amount of time described in state law and Policy 5131. If a child is expelled, a parent or guardian will be notified in writing of the procedures for applying for readmission. —Policy and AR 5131

Students with handicaps and disabilities

Federal law and local policy provide special protections for students with handicaps and disabilities. While these students may be suspended for up to 10 school days in a school year in the same manner as non-disabled students, handicapped/disabled students may not be suspended for the remainder of the school year, or for 365 days, or expelled for misconduct that is a manifestation of their handicap/disability. If the misconduct is not a manifestation of the disability, the student may be suspended or expelled, but the district must continue to provide special education services to the student. — AR 5131.25

How to Resolve a Problem

If a problem arises, please discuss it with the person involved, usually the teacher, principal or other staff. Please do so as soon as possible, but in any case no more than 30 days after the incident or decision that concerns you.

If the problem cannot be resolved with the teacher or staff member, the parent should go to the principal. If the principal cannot solve the problem, talk to the appropriate assistant superintendent.

Most situations can be handled through this informal process. In some cases, however, a parent or guardian may choose to follow the formal grievance procedure. The grievance procedure may be used if a principal, teacher or other school employee misinterpreted, violated or decision that concerns you.

If the problem cannot be resolved with the person involved, usually the teacher, principal or other staff. Please do so as soon as possible, but in any case no more than 30 days after the incident or decision that concerns you.

If the problem is not resolved, 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 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.

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 principal must give the parents or guardians a written statement summarizing the conference and explaining the decision.

Appealing to an assistant superintendent

Parents or guardians may appeal the principal’s decision to the assistant superintendent for elementary, middle or high schools within 10 days. An appeal may be more effective if it is in writing.

The assistant superintendent will try to mediate the situation.

If the grievance is not resolved within 10 days, the assistant 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 assistant superintendent’s decision, they
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, the parent 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 (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 the 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 the 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’ and 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.

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.