

# Student-Parent Handbook

## 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.<sup>1</sup>
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.<sup>2</sup>**

(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.<sup>6</sup>

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 extracurricular 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

1 N.C.G.S. §14-288.4

2 N.C.G.S. §14-132.2

## Policy 1210

### Parent-Teacher Association

I. The Winston-Salem/Forsyth County Board of Education 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 countrywide orientation of the association, an outlook that 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/PTSAs:

1. Student names.
2. Parents/guardians names.
3. Home addresses.
4. Home telephone numbers.

B. In accordance with federal law<sup>1</sup>, the Board of Education shall publish annually in the Student-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.

– September 1995

<sup>1</sup> The 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 homes 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 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 limited English proficient parents and parents with disabilities; evaluation of parent-involvement programs; opportunities to volunteer, participate and observe in class activities; school/parent Title I compact; 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

# Student-Parent Handbook

AR 4114.5

## Volunteer Screening Procedures

**I. Introduction.** 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 Winston-Salem Chamber of Commerce and each school's volunteer coordinator share the responsibility for screening and training volunteers. The volunteer coordinator will review the tasks assigned a volunteer to determine the appropriate level of screening. Volunteers who are referred through other agencies are subject to screening requirements consistent with those listed herein.

### III. Screening procedures.

**A. Level 0 volunteers:** No formal screening or training is required for volunteers who do not have direct contact with or supervision of students, such as office clerical assistance, PTA/PTSA fund raising activities, proctors, outdoor projects (landscaping), concession sales, school fairs, or guest speakers. It is understood that Level 0 volunteers will complete the online or paper volunteer services application (VSA).

**B. Level I volunteers:** screening is required for volunteers who have direct contact with and controlled access to students under the supervision of the professional staff, such as reading or lunch buddies, in-class volunteers, field trip chaperons, Wings tutors or health room assistants. Level I screening consists of:

1. Completion of the online volunteer registration form.
2. Appropriate training.
3. The school volunteer coordinator must annually review the national sex offender registry-using the U.S. Department of Justice's website of listed sex offenders at [www.nsopr.gov](http://www.nsopr.gov).

**C. Level II volunteers:** screening is required for volunteers who are given direct contact with and supervision of students for extended periods of time without direct supervision of the professional staff, such as volunteer athletics coaches, after hours remediation/tutors, and one-on-one mentors. Level II screening consists of all of the steps for Level I screening plus:

1. A personal interview.
2. A reference check.
3. A criminal history check.
4. Driving history check, which will need to be updated each school year in which students are to be transported by the volunteer (if driving a vehicle that transports students).
5. Written parent consent for participation in the activity.

**IV. WS/FCS employees as volunteers.** Current and retired employees are eligible to volunteer in the WS/FCS and are exempt from the screening procedures. Each employee must register online and reference "WS/FCS" or "WS/FCS Retiree" in the "Employer" field of the VSA.

**V. Ineligible volunteers.** All former employees of the Winston-Salem/Forsyth County Board of Education who are coded as ineligible for re-hire are ineligible to volunteer in WS/FCS. Any person who is a registered sex offender may not serve as a regular volunteer. The registered sex offender list can be found online at [www.nsopr.gov](http://www.nsopr.gov).

**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. Systemwide support.** The staff in the Volunteers and Partnerships Department of the Chamber will provide referral assistance in developing task descriptions and volunteer registration forms. It also will provide orientation and training to implement the screening system. The Human Resources Department will assist schools with reference and criminal history checks when such checks are required. Record/criminal history checks are valid for one calendar year, unless pertinent information is received that may require an additional check.

**Confidentiality.** The staff in the Volunteers and Partnerships Department of the Chamber will provide referral assistance in developing task descriptions. It also will provide orientation and training to the school level VC/FAs to implement the screening system. The Human Resources Department will assist schools with reference and criminal history checks when such checks are required. Volunteer driver history checks are valid for one calendar year and are to be completed and reviewed each school year. 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.

*Legal Reference: 42 U.S.C. §5119a (1998); 42 U.S.C. §1450-05 (1997)*

– June 2010

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. Definitions:** The following definitions apply in this regulation:

- A. "**Assistive technology device**" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
- B. "**Aversive procedure**" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability that causes or reasonably may be expected to cause one or more of the following:
  1. Significant physical harm, such as tissue damage, physical illness, or death.
  2. Serious, foreseeable long-term psychological impairment.
  3. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toilet facilities.
- C. "**Behavioral intervention**" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
- D. "**IEP**" means a student with disabilities' Individualized Education Plan.
- E. "**Isolation**" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.
- F. "**Law enforcement officer**" means a sworn law enforcement officer with the power to arrest, including a school resource officer.
- G. "**Mechanical restraint**" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
- H. "**Physical restraint**" means the use of physical force to restrict the free movement of all or a portion of a student's body.
- I. "**School personnel**" means:
  1. Employees of WS/FCS.

2. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
  3. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
- J. **“Seclusion”** means the confinement of a student alone in an enclosed space from which the student is:
1. Physically prevented from leaving by locking hardware or other means.
  2. Not capable of leaving due to physical or intellectual incapacity.
- K. **“Time-out”** means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- III. **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 III, A above, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.
- C. Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
- D. Nothing in this subsection III shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.
- IV. **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 IV, 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 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.
- V. **Seclusion:**
- A. 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.
  5. When used as specified in the student’s IEP, Section 504 plan, or behavior intervention plan; and
    - a. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
    - b. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student’s IEP or Section 504 plan.
    - c. The space in which the student is confined has been approved for such use by the local education agency.
    - d. The space is appropriately lighted.
    - f. The space is free of objects that unreasonably expose the student or others to harm.
- B. Except as set forth in sub-section V, A above, the use of seclusion is not considered reasonable force, and its use is not permitted.
- C. Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
- D. Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.
- VI. **Isolation.** - Isolation is permitted as a behavior management technique provided that:
- A. The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
  - B. The duration of the isolation is reasonable in light of the purpose of the isolation.
  - C. The student is reasonably monitored while in isolation.
  - D. The isolation space is free of objects that unreasonably expose the student or others to harm.
- VII. **Time-Out.** – Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.
- VIII. **Aversive Procedures.** – The use of aversive procedures as defined in this section is prohibited in public schools.
- IX. **Right to Use Reasonable Force.** Nothing in this regulation modifies the rights of school personnel to use reasonable force as permitted under N.C.G.S. § 115C-390 or modifies the rules and procedures governing discipline under N.C.G.S. § 115C-391(a).
- X. **Notice, Reporting, and Documentation.**
- A. **Notice of procedures.** WS/FCS shall provide copies of this regulation to school personnel and parents or guardians at the beginning of each school year as a part of parent and students’ handbooks.
- B. **Notice of specified incidents:**
1. School personnel shall promptly notify the principal or principal’s designee of:
    - a. Any use of aversive procedures.
    - b. Any prohibited use of mechanical restraint.
    - c. Any use of physical restraint resulting in observable physical injury to a student.
    - d. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student’s behavior intervention plan.
  2. When a principal or principal’s designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal’s designee shall promptly notify the student’s parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
  3. As used in subdivision (2) above, “promptly notify” means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.
  4. The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
    - a. The date, time of day, location, duration, and description of the incident and interventions.
    - b. The events or events that led up to the incident.

# Student-Parent Handbook

c. The nature and extent of any injury to the student.

d. The name of a school employee the parent or guardian can contact regarding the incident.

5. No WS/FCS employee shall discharge, threaten, or otherwise retaliate against another employee of WS/FCS regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.

**C. Records of Incident.** WS/FCS shall maintain a record of incidents reported as required above under G.S. 115C-391.1(j)(4) and shall provide this information annually to the State Board of Education.

**XI. Private Cause of Action Barred.** Nothing in this regulation or N.C.G.S. § 115C-391.1 shall be construed to create a private cause of action against WS/FC Board of Education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense.

**XII. Staff Development of Training.** Beginning with the 2006-07 school year, each school's safe school plan, as required by N.C.G.S. § 115C-105.47(9), shall include professional development clearly matched to the goals and objectives of the plan. This professional development shall include a component to train appropriate school personnel in the management of disruptive or dangerous student behavior.

A. Appropriate school personnel may include, but is not limited to, teachers, teacher assistants, school administrators, bus drivers, school resource officers, school psychologists, and school counselors

B. The training shall include instruction in positive management of student behavior, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.

C. The appropriate personnel with priority for the training shall include those staff members who are most likely to be called upon to prevent or address disruptive or dangerous student behavior.

D. WS/FCS shall include in its safe school plan procedures to evaluate the effectiveness of this school-based training in preventing or addressing disruptive or dangerous student behavior.

E. WS/FCS may only be required to implement the behavior management training component of the plan to the extent that funds have been appropriated for this purpose by the General Assembly or by local units of government.

F. By January 1, 2006, local boards of education shall amend their safe school plans to include this training component

- January 2006

## 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.<sup>1</sup>

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 ten 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 the 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 Griffith High School; 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 (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 (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 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 the 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.

# Student-Parent Handbook

## 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 the 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 of a 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.

When the appropriate division director determines that a particular school's attendance record has dropped significantly below the average for its group, he will request the principal of that school to examine the factors causing this condition. The principal will then advise the division director of the results of the assessment. If the attendance pattern for that school fails to improve, the assistant superintendent will request the principal to develop an attendance improvement plan (AIP) for the school. These plans may offer awards and other incentives to instill or reinforce a positive attitude toward good attendance. Such plans must have the approval of the appropriate division director before being implemented.

## 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 NCWISE 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 in NCWISE.

**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 SIMS operator 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 NC WISE 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 201-

<sup>1</sup> See: *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: K-3, 4-5 and 6-8.
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. LEAP Academy. If a student has been retained twice in grades K-5, and the student does not achieve Level III or above in reading and math on the fifth grade End-of-Grade Tests despite participation in remedial programs offered by the WS/FCS, the student should be considered for assignment to LEAP Academy rather than retained in elementary school.

11. LEAP Academy. If the student has been retained twice in grades K-8, and the student does not achieve Level III or above in reading and math on the eighth grade LEAP End-of-Grade Tests despite participation in remedial programs offered by the WS/FCS, the student should be considered for assignment to LEAP Academy rather than retained in eighth grade in a regular middle school program.

### 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.

Limited English Proficient (LEP) students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor to determine a student has not met performance standards at each gateway.

– February 2011

### 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, stu-

dents 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. End of Course and End of Grade Tests.

A. High school end-of-course tests will count as 25 percent of a student's final grade for that course.

B. Middle school end-of-grade tests will count as 25 percent of a student's final grade.

C. Elementary school end-of-grade tests will be used to improve a student's final grade in the fourth quarter for the subject tested, but will not be used to reduce a student's grade.

– February 2011

### Policy 5127

## Local Graduation Requirements

### I, II & III. Course Requirements

Number of Units Required: Please see the charts on pages 16-17.

### IV. Exception to Graduation Requirements.

A. Students are required to attempt to meet the local requirements for graduation set forth hereinabove.

B. Students classified as seniors in their fifth year of high school will be provided the opportunity to graduate if they meet and satisfy state graduation requirements.

C. Students classified as juniors in their fourth year of high school will be provided the opportunity to graduate if they attempt to meet and fail a local graduation requirement but meet and satisfy state graduation requirements, based on a graduation plan developed by the student, student's parent/legal guardian and guidance counselor at any time during the student's fourth year of high school.

D. This exception also applies to students who fail to complete a local requirement during their senior year of high school.

E. Prior to deciding whether a student will be allowed to graduate pursuant to this section, the principal shall consult with the student's guidance counselor and the teacher(s) of the course(s) at issue to determine whether to approve exception to the local graduation requirements. The Principal may seek input from the student and the student's parent/guardian in making this decision.

# Student-Parent Handbook

## V. Local Course Requirements Regulations.

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 of high school mathematics, foreign language, science, social studies and English 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 school, 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. If a student has completed all of the courses in a curriculum sequence offered by the WS/FCS in a subject area and requires an additional course to meet local graduation requirements, the local graduation requirement may be waived by the Principal.

### 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 the Southern Association of Schools and Colleges or a similar 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.

## VII. 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 satisfactorily completes all state and local course requirements but who fails to achieve a passing score on the N.C. Computer Competency Test.

In accordance with State Board policy, any student who has failed to pass the competency test by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age.

### D. Graduation Certificate.

1. Students with disabilities who were enrolled in a four-period day school in the 2008-2009 school year, graduate in 2010 and do not meet the requirements for a diploma or a Certificate of Achievement but meet the educational goals set forth in their individualized education plan (IEP) and who complete successfully 24 units by general subject area (4 English, 3 math, 2 social studies, 2 science, 1 health and physical education and at least 12 local electives) will receive a Graduation Certificate and shall be allowed to participate in graduation exercises.

2. Students with disabilities who were enrolled in a four-period day school in the 2008-2009 school year, graduate in 2011 or 2012 and do not meet the requirements for a diploma or a Certificate of Achievement but meet the educational goals set forth in their individualized education plan (IEP) and who complete successfully 25 units by general subject area (4 English, 3 math, 2 social studies, 2 science, 1 health and physical education and at least 13 local electives) will receive a Graduation Certificate and shall be allowed to participate in graduation exercises.

3. Students with disabilities who were enrolled in a four-period day school in the 2008-2009 school year, graduate in 2013 and beyond and do not meet the requirements for a diploma or a Certificate of Achievement but meet the educational goals set forth in their individualized education plan (IEP) and who complete successfully 23 units by general subject area (4 English, 3 math, 2 social studies, 2 science, 1 health and physical education and at least 11 local electives) will receive a Graduation Certificate and shall be allowed to participate in graduation exercises.

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.

– May 2010

## 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 charts on pages 16 and 17.

### III. Graduation Requirements for Students Graduating Beginning in 2013

Middle school students can earn credit toward graduation for high school math, foreign language, science and social studies courses provided the student earns a grade of "C" or above and scores at proficiency level on an end-of-course test, if available. The same applies for English courses beginning with the class of 2014. Grades earned in middle school do not count toward a student's high school GPA or class rank.

– February 2011

## Policy 5145

## 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<sup>1</sup> 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 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.<sup>2</sup> 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, 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, 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, G.S. 115C-244, and Policy 3541;
  - g. school assignment decisions, G.S. 115C-369 and Policy 5117;
  - h. claims of discrimination or harassment; and
  - i. contents of a student's education records, FERPA<sup>3</sup>.

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.<sup>4</sup>
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 assistant superintendent within 10 calendar days of the receipt of the principal's decision. The assistant 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 assistant 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 assistant 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

# Student-Parent Handbook

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 hear-

ing 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.

1 *The 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.*

2 *See N.C. G. S. § 115C-291*

3 *20 USC section 1232g*

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

– June 2010

## AR 6161.1

### Acceptable Use of Internet and Websites

#### I. General Statement about the Internet

A. The Internet, a worldwide electronic information infrastructure, is a network of networks used by educators, students, parents, businesses, the government, military, and other organizations. In schools, the Internet can be used to educate and inform. As a learning resource, the Internet is similar to reference books, magazines, videos, CD-ROMS, and other informational resources. The Internet allows for accessing information both at school and at home.

B. The Internet allows users to participate in distance learning activities, to ask questions of experts, to consult with experts, to communicate with other individual users and to locate materials needed to meet educational and personal goals. Because the Internet is a fluid environment, the information available on it is constantly changing; therefore, it is impossible to predict with certainty what kinds of information may be accessible. Just as the purchase, availability, and use of other materials do not indicate endorsement of their contents by school officials, neither does making electronic information available imply endorsement of that content.

C. The goals for Internet use by students in WS/FCS are:

1. To support, supplement and enhance the WS/FCS curriculum and the N.C. Standard Course of Study.
2. To provide students with educational experiences that will enable them to become academically proficient students, responsible citizens, productive workers and lifelong

learners in a rapidly changing world.

3. To enhance learning opportunities by focusing on the acquisition, interpretation, and application of information via the Internet.

#### II. General Principles

The same ethical standards that apply to other informational resources apply to the use of the Internet. Use is restricted to authorized users. For the purpose of this policy, an "authorized user" shall be defined as a school-system employee or student who has been assigned a login ID and password by the school system. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are also responsible for reporting any activities that they believe are in violation of this policy. Employees shall make the report to their supervisor. Students shall make the report to their teacher or school administrator.

#### III. Access to Inappropriate Information

While WS/FCS will make a good faith-effort to control access to obscene, indecent, pornographic and other sexually offensive information through the use of filtering software, users (especially students and parents of student users, if the user is younger than 18 years old) must understand that WS/FCS cannot control the content of the information available on the Internet and user access to that information. Although some of the information accessible on Internet is controversial, the educational resources and interaction accessible on this worldwide network is invaluable. Users, especially students and parents, must be made aware that access to Internet will be withdrawn for users who do not respect the rights of others or who do not follow the rules and regulations established by their school and/or WS/FCS for the use of the Internet.

#### IV. Notice to Students and Parents

Students in WS/FCS may use the Internet in a supervised school classroom environment after complying with the following:

- A. Students will receive instruction in the proper use of the Internet.
- B. Students, parents and guardians of students under the age of 18 shall be notified in writing of the WS/FCS Policy and Regulations for the use of the Internet. Their child will be granted access to the Internet unless they object in writing.

#### V. Websites

The editorial practices and standards for WS/FCS websites are:

- A. Website content shall support, supplement and enhance the WS/FCS mission, local curriculum, and the N.C. Standard Course of Study.
- B. Website content shall provide students with educational experiences that will enable them to become academically proficient

students, responsible citizens, productive workers and lifelong learners in a rapidly changing world.

- C. Website content shall enhance learning opportunities by focusing on the acquisition, interpretation, and application of information via the Internet.
- D. Website content shall be current and up-to-date.
- E. The objectives and criteria for selecting supplementary materials set forth in Policy 6161.3 shall apply to the selection of information published on WS/FCS websites.
- F. Student websites
  1. Before placing any information on a WS/FCS student website, the student shall submit it to the student's teacher for editorial approval and proofreading for spelling and grammar. Only the teacher or Webmaster may publish information on a student's website. A student shall not be allowed to change the content of his/her website without the teacher's approval of the content change.
  2. If a student disagrees with a teacher's decision not to allow the publication of the student's work on the WS/FCS website, the student may appeal to the school's principal who may ask the school's Webmaster or website committee to review the student's work and determine whether or not its publication is consistent with WS/FCS editorial policies and standards. A decision shall be made on the student's request within three school days. If the student is dissatisfied with the decision, the student or the student's parent may appeal using the Parent and Student Grievance Procedure, Policy 5145.
  3. A student shall not link his/her school website to any other website without the prior approval of WS/FCS, a school's webmaster or the student's teacher.
  4. A student shall not publish information on his/her WS/FCS website that is in violation of WS/FCS editorial standards and policies for the use of the Internet.
  5. In the event a student violates WS/FCS standards and policies for the use of the Internet, the student's privilege to use WS/FCS resources to create and maintain a website may be terminated and the website erased or deleted. In addition, the student may be disciplined for any act in violation of law or school board policy on student conduct.
  6. A student's website shall be deleted by the student's teacher when the student is no longer a student in the teacher's class or the project for which the website was created is completed. In general, a student's website shall be deleted at the end of the school year unless there is a legitimate pedagogical reason for maintaining the website as determined by the student's teacher, school's Webmaster or principal.

## VI. Internet Use

- A. Internet users are expected to behave legally, responsibly and ethically in accessing educational resources that support the curriculum of WS/FCS and the N.C. Standard Course of Study. Users are also expected to abide by the following rules and regulations and generally accepted rules of network etiquette.
- B. Unacceptable practices include, but are not limited to, the following:
  1. Violating copyright laws.
  2. Illegally copying or using of software or data.
  3. Plagiarism.
  4. Accessing, copying or modifying the files of others without their explicit permission.
  5. Accessing confidential records maintained by WS/FCS or other organizations without prior permission or authorization (commonly know as "hacking").
  6. Publishing, accessing, sending, displaying or using profane, pornographic, obscene, indecent, vulgar, rude, lewd or sexually offensive language, pictures, graphics or other materials.
  7. Communicating threats to physically injure the person or damage the property of another in violation of N.C.G.S. 14-277.1.
  8. Publishing, sending or displaying content that harasses, demeans or is derogatory of other persons on the basis of their gender, race, color, ethnic origin, age or disability.
  9. Publishing information that is libelous or that you know to be false that damages another person's character, good name or reputation in the community.
  10. Publishing information you know to be false or intentionally misleading.
  11. Advertising of commercial products or services by the use of banners or other means on official school sites except for: approved fund-raising projects in accordance with Policy 1324.1 or advertising that meet the standards in Policy 1325, Advertising and Promotional Activities. However, this is not intended to prohibit the linking of school sites to commercial sites for educational and other purposes consistent with this policy.
  12. Publishing or sending information for partisan political campaigning or activities in violation of WS/FCS Policy 1311, Political Activity in Schools.
  13. Publishing or sending information for charitable contributions except as approved by Policy 1324.
  14. Publishing or sending information for religious organizations.
  15. Publishing or sending information for outside organizations except school-related organizations such as employee organizations, PTA/PTSA and official school business partners.
  16. Use of the Internet or website to vandalize or damage or attempt to damage com-

puter software, hardware, databases or files.

17. Using another person's ID and/or password without permission.
  18. Using network time and resources excessively.
  19. Posting personal or private information about yourself or other students or staff members on the Internet or a website, except "directory information" as defined in WS/FC Policy 5125, "Privacy of Student Records" and the Family Education Rights and Privacy Act, which allow the publication of a student's name, age, height, weight, grade in school, honors, awards, activities, photograph, field(s) of study, school and graduation status unless the student or the student's parent objects in writing to the release of directory information.
  20. Publishing a staff member's home address and/or home e-mail address without obtaining the prior written or electronic permission of the staff member. This directory information may be published in a school or teacher's website controlled by a participants list that limits access to the site to the members of a particular class or group of students or staff members. Lists of participants shall not be available to the public.
  21. Publishing a student's home address and/or home e-mail address without obtaining the prior written or electronic permission of the student and the student's parents/guardians. This directory information may be published only in a school or teacher's website controlled by a participants list that limits access to the site to the members of a particular class or group of students. Lists of participants shall not be available to the public.
- C. Expectations and etiquette rules include, but are not limited to, the following:
    1. Be polite and respectful of others.
    2. Use appropriate language.
    3. Do your best writing, proofreading, and editing.
    4. Do not transmit your home address or phone number or those of anyone else.
    5. Note that electronic mail (e-mail) is not guaranteed to be private; system operators have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
    6. Do not disrupt the use of the network by the use of "spam" or other electronic jamming techniques.
    7. Do not read someone else's electronic mail without their permission.
- ## VII. Bulletin Boards, Chat Rooms, Threaded Discussion and Listserv Groups
- A. Bulletin boards, chatrooms, threaded discussion and listserv groups shall be electronically limited for enrolled participants only and shall be used for discussion of

# Student-Parent Handbook

class assignments, educational issues related to school projects or other educational topics. WS/FCS, school, or teacher chatrooms shall not be used for social conversation.

- B. A staff member, generally a teacher, shall be a member of any participant group established on a school's or a teacher's website.
- C. A "Bulletin Board" is a place on a website that staff members or students may post questions or for information to members of a participant group, including but not limited to UseNet and Internet newsgroups.
- D. A "Chat Room" allows real time electronic discussion among multiple participants that may be read by all participants. A teacher or other staff member must be an active participant at all times that a chat room is open and in use.
- E. "Threaded Discussion" allows electronic discussion (not in real time), usually of a single topic among multiple participants, that may be read by all participants.
- F. A "Listserv Group" allows electronic e-mail communication to a select group of participants on a variety of topics.
- G. The content of bulletin boards, chat rooms, threaded discussion and listserv groups is subject to the review and supervision of teachers and webmasters. The rules for acceptable use of the Internet in this policy and Policy 6161.3 apply to the use of these media of communication.

## VIII. Disciplinary Actions

- A. WS/FCS, with due regard for the right of privacy of users and the confidentiality of their data, has the right to suspend or modify Internet access privileges, examine files, passwords, accounting information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of the system. Users whose activities are viewed as a threat to the operation of a computing system, who abuse the rights of other users, or who refuse to cease improper behavior will have their use privileges revoked.
- B. Employee discipline. Violation of the rules described in this policy and regulation may result in disciplinary action. Disciplinary action may range from removal of the Internet access through dismissal. Violation of state or federal statutes may result in civil or criminal proceedings.
- C. Student discipline. Violation of the rules described in this policy and regulation may result in disciplinary action. Disciplinary action may range from removal of Internet access through suspension from school. Violation of state or federal statutes may result in civil or criminal proceedings.

– September 2008

## 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 pre-determined 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.** To be eligible for participation in middle school a student must pass all his/her courses and earn a 1.75 grade point average (GPA). 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 pass all courses and earn a 1.75 GPA during the nine-week grading period that he/she is on academic probation, the student shall be ineligible in subsequent nine-week grading periods until he/she passes all his/her courses and earns a 1.75 GPA.

## 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 hours of tutoring each five-day school week, two hours of tutoring each three- or four-day school week, or one hour of tutoring each one- or two-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 a.m. on Saturday of that week until 11:59 p.m. of Friday the following week. This rule is intended to allow students to participate in practices for extra-curricular 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 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. Special Rule** for first quarter of 2009-10 school year. Students who are eligible for a hardship appeal because they failed to achieve a 2.0 QPA during the fourth academic quarter of the 2008-09 school year, including summer school grades, shall be eligible for extracurricular activities and shall be placed on academic support for the first quarter of the 2009-10 school year in accordance with the requirements set forth above.

**e. 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 10 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

# Student-Parent Handbook

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 advisor 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 interscho-

lastic 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.

## IX. Transportation

Transportation shall be provided for students participating in after-school extra-class activities to a limited extent. The principal annually shall determine, with the assistance of the transportation division of the school system, a plan for the route and stops for discharging students that provides for the most efficient use of the activity bus and the safety and convenience of the students transported.

— September 2010

### 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 the 10th grade at Paisley Magnet School for the 2009-10 school year are required to participate in extra-curricular activities at Parkland High School. High school students assigned to Paisley Magnet School other than rising 10th graders during the 2009-10 school year, 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. 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. Student athletes who request and are granted more than one high school transfer in any 12-month period shall be ineligible for interscholastic athletics for a minimum of one full academic semester.
- 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 non-resident tuition student who enrolls in WS/FCS during a sports season, a student granted a special transfer during a sports season, a student who changes his/her domicile and schools within Forsyth County during a sports season and a student who transfers from a private to a public school during the sports season, as defined by the NCHSAA, shall be ineligible for interscholastic athletics in the same sport for the remainder of that

sport's season. If a student or a student's parent(s) believe that the application of this policy will create an undue hardship, they may request a waiver of the policy for a good and just cause in accordance with the athletic eligibility review procedures set forth below.

- 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/FCS school may not participate in the same sport during the same sports season at another WS/FCS school, and, absent a bona fide change in residence as defined by the NCHSAA, a student who participates in a practice or try out at a non-WS/FCS school may not participate in the same sport during the same sports season at any WS/FCS school. A cheerleader who participates in cheerleading at one school during the fall sports season and transfers to a WS/FCS school (or a different WS/FCS school) may cheer for the new school during the winter sports season. A try out 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

- A. 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.
- B. The following administrative procedures will be used in the review process:
  1. Responsibility for the review procedure will be assigned to a four-member review committee composed of:
    - a. The assistant superintendent for the high or middle school division, as appropriate, shall serve as chairperson.
    - b. 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.
    - c. The WS/FCS athletics director or program manager for health, P.E. and athletics.
  2. 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.
  3. 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.
- C. 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.
  2. 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.

# Student-Parent Handbook

E. 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.

— August 2009

## 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 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.