

Graduation requirements

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

Students in the class of 2012 must complete course requirements for Career Prep, College Tech Prep, College/University Prep or Occupational Prep. Students who do not complete one of the courses of study approved by the state Board of Education will not graduate. Students in former four-period day schools must earn 24 total credits to graduate.

Class of 2012

Subjects	Career Prep	College Tech Prep	College/University Prep	Occupational
English	4 units (I, II, III, IV)	4 units (I, II, III, IV)	4 units (I, II, III, IV)	4 units of Occup. English
Mathematics	4 units, including Algebra I, Technical Math I and II OR Algebra I and Geometry	4 units including Algebra II OR Algebra I, Technical Math I & II OR Integrated Math I, II, and III and 1 additional math	4 units including Algebra I, Geometry, Algebra II (and 1 unit beyond Algebra II) OR Integrated Math I, II, III (and 1 unit beyond Int. Math III)	3 units of Occupational Mathematics
Science	4 units (Biology, a physical science, Earth/Environmental Science and one additional course)	4 units (Biology, a physical science, Earth/Environmental Science and one additional course)	4 units (Biology, a physical science, Earth/Environmental Science and one additional course)	2 units of Occupational Science
Social Studies	3 units (World History, Civics and Economics, U.S. History)	3 units (World History, Civics and Economics, U.S. History)	3 units (World History, Civics and Economics, U.S. History)	2 units of Occupational Social Studies
Phys. Ed. and Health	1 unit (Physical Education, Dance or JROTC-PE II) 1/2 unit health	1 unit (Physical Education, Dance or JROTC-PE II) 1/2 unit health	1 unit (Physical Education, Dance or JROTC-PE II) 1/2 unit health	1 unit Phys. Ed or Dance 1/2 unit health
Life Mgmt. Skills	1/2 unit (or JROTC)	1/2 unit (or JROTC)	1/2 unit (or JROTC)	not required
Foreign Language	not required	not required	2 units in one language	not required
Career/Tech.	4 units appropriate for career pathway OR 4 units in arts discipline appropriate for career path OR 4 units of military science	4 units appropriate for career pathway	not required	4 units Vocational Education electives
Arts Ed.		not required	not required	not required
Military Science		not required	not required	not required
Electives	2 or 5 units	2 or 5 units	4 or 7 units	Meet IEP Objectives; 6 units Occupational Prep
Exit Standards	proficiency on 5 end-of-course exams	proficiency on 5 end-of-course exams	proficiency on 5 end-of-course exams	Meet IEP Objectives
Totals	Former 7-period day: 23 Former 4-period day: 24	Former 7-period day: 23 Former 4-period day: 24	Former 7-period day: 23 Former 4-period day: 24	

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Students in the classes of 2013, 2014, 2015 and future classes must meet the requirements outlined under the Future Ready Core Course of Study. They must earn 21 total credits in order to graduate.

Class of 2013 and Beyond Future Ready Course of Study and Graduation Requirements

Subjects	Work Force or Community College	UNC System Minimum Admissions Required	Occupational
English	4 units (I, II, III, IV)	4 units (I, II, III, IV)	4 units of Occupational English
Mathematics	4 units, including Algebra I, Geometry and Algebra II OR Integrated Math I, II, III and one additional credit based on post-secondary plans	Algebra I and II, Geometry, and one unit beyond Algebra II OR Integrated Math I, II & III, and one unit beyond Integrated Math III	3 units of Occupational Mathematics
Science	4 units (Biology, a physical science, Earth/Environmental Science and one additional course)	4 units (Biology, a physical science, Earth/Environmental Science and one additional course)	2 units of Occupational Science
Social Studies	3 units (World History, Civics and Economics, U.S. History)	3 units (World History, Civics and Economics, U.S. History)	2 units of Occupational Social Studies
Phys. Ed. and Health	1 unit of Phys. Education, Dance or JROTC-PE II and 1/2 unit health	1 unit of Phys. Education, Dance or JROTC-PE II and 1/2 unit health	1 unit of Physical Education and 1/2 unit health
Life Mgmt. Skills	1/2 unit (or JROTC)	1/2 unit (or JROTC)	not required
Foreign Language	not required	2 units in one language	not required
Electives (2)	Any combination of Career Technical Education, Arts Education or Second Language		4 units of Vocational Education electives
Electives (2)	Any two electives from CTE, JROTC, Arts Education, Second Language or any other subject area		not required
Electives or other requirements	not required	not required	6 units Occupational Prep
Totals	21 Units	21 Units	

Occupational Diploma

This course of study, as approved by the State Board of Education, is available to certain students with disabilities who have an IEP. The course requirements for the diploma are: Occupational English I, II, III, and IV; Occupational Mathematics I, II and III; Occupational Science I and II; Occupational Social Studies I and II; Computer proficiency as specified in an IEP; and Occupational Preparation I, II, III and IV, which includes 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment. Students also must complete the objectives in their IEPs and produce Career Portfolios.



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Fees

There are no required fees for elementary school students.

All middle and high school students must rent a lock for their locker for 50 cents a year. Middle and high school students who are taking physical education must pay a \$3.50 fee for a uniform.

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

Information about purchasing accident insurance is sent home with students at the beginning of the year. Proof of insurance is required for students to participate in interscholastic and intramural athletics, and extracurricular activities.

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

High school students can subscribe to the school newspaper and yearbook for a total of \$50 a year. Students in grades 10 through 12 who want to park a car on school grounds must pay \$115 for a parking permit, and \$10 to park at Career Center.

The band uniform cleaning fee is \$25.

School photographs are taken of all children. A basic package is \$9. If the pictures are not satisfactory, they can be retaken.

Graduating seniors pay \$14 to rent caps and gowns or \$20 to buy them.

Students whose parents or guardians live outside Forsyth County pay tuition equal to the amount spent per student from local taxes. For 2011-12, the amount is \$1,975 a year.

Students must also pay for lost and damaged books, gym uniforms, supplies and equipment. Those charges vary depending on the item lost.

— *Policies and Administrative Regulations 3250, 3250.1, 3250.2, 3250.3*

Medicines

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

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

Dental and vision screenings

The school system provides dental and vision screenings to students in cooperation with the Forsyth County Health Department and other health professionals.

Students in grades 1, 4 and 7 receive vision screenings from volunteers trained by public health nurses or other health-education professionals.

Dental screenings of students in kindergarten, third and fifth grade are conducted by dental hygienists from the health department.

Fund-Raising Activities

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

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

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

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

— *Policy and Administrative Regulation 1324.1*

Weather Closings

Snow or other severe weather may require that we close school or delay opening school for the safety of our students. Information is announced as soon as a decision is made to close or delay school, usually before 6 a.m.

Occasionally, bad weather develops during the day. In cases of severe weather, a decision could be made to close school after buses have taken students to school. School officials monitor weather information and will close school early if conditions become hazardous.

When bad weather threatens, please listen to radio or TV for instructions. If the decision is made to close school early, one hour is needed for the buses to be ready to begin their routes on the

adjusted schedule. School officials will stay at each school until all students have left and buses have finished their routes. Please have a plan in place for snow days and early closings.

How to find out if school is closed

Listen to the local radio and television stations, or check Cable 2, the district's website at wsfcs.k12.nc.us, or the district's Twitter feed at www.twitter.com/wsfcs. If there is no announcement, schools will open as usual.

Please do not call schools, the National Weather Service, or radio and TV stations. If you and others call these agencies, vital communications will be delayed.

Makeup days

Makeup days are scheduled to be used as student days if school closes for bad weather. Makeup days are designated with a snowflake symbol on the school calendar printed on the back of this handbook. Ten days are designated as makeup days in the 2011-12 calendar. They are noted with a snowflake in the calendar on the back cover of this handbook.

Please do not make vacation plans that may take your child out of school while it is still in session, or on a day designated as a possible makeup day. Summer activities should be planned after the last makeup day, June 13.

— *Policy 6111*

Calendar

The calendar for each school year is adopted by the Board of Education. The superintendent recommends a calendar to the board after getting input from parents, businesses, teachers, principals and other school employees.

State law requires school to start no earlier than Aug. 25 and end no later than June 10. School begins on Thursday, Aug. 25 and will end Thursday, June 7, barring makeup days for bad weather.

The calendar includes 180 student days.

Student Services

Home-school coordinators

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

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Home-school coordinators gather information that is useful in determining how to best meet the needs of students and make the school experience more meaningful. They collaborate with staff and support personnel to meet the individual needs of students. Home-school coordinators also work to improve attendance and determine appropriate discipline referrals.

School assistance teams

Parents should tell their child's teacher if their child is having academic or social problems in school. The teacher may be able to change the classroom setting or try a different teaching method.

If the problems continue or seem serious, the parent and teacher may ask for help from the School Assistance Team. This group of professionals in the school will observe the child and review his or her records while developing some alternative strategies to help. The strategies usually will be tried for several weeks and then evaluated.

Strategies that work will be continued. If they are not effective, others may be tried, or the child may be referred to another program for assistance.

School counselors

School counselors provide guidance and counseling to students from kindergarten through 12th grade. They work with individuals, small groups with similar interests or needs, or an entire class. They also consult about a child's educational, emotional or career needs and are a resource on services within the school system or community.

Every elementary school has at least one counselor. Middle and high schools have more, based on their enrollments.

School counselors are available to help parents who have questions about:

- whether their child is taking the right courses.
- test scores.
- whether their child may need special education services.
- their child's behavior and how it may have changed.
- financial aid for college.
- helping their child through a family or personal crisis.

School counselors welcome the opportunity to assist parents with issues related to students' academic, career and personal and social development.

School nurses

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

They screen for health problems and refer students for care and provide follow-up as needed. Community resources are offered to those who qualify. Students with special needs are identified and plans of care are developed based on individual need. School nurses train and supervise school personnel on prescribed

treatments and administration of medication. They check records to ensure compliance with North Carolina's immunization law and requirements for physicals. They work with parents and school personnel to control outbreak and spread of communicable diseases.

School nurses also may provide education on health topics.

School psychologists

School psychologists use their training in education and psychology to work with children, teachers, parents, administrators and other professionals. They work to ensure that each child is able to reach his or her potential, that there is early identification of any school difficulty, and that attention is paid to the prevention and treatment of children's adjustment and learning problems.

School psychologists provide comprehensive psychological evaluations to determine a child's strengths and weaknesses and to help determine the needs for special education services. They also provide counseling to individuals or groups of students in addressing social, emotional or behavioral concerns. School psychologists collaborate with educators, parents and other professionals to plan ways to create safe, healthy and supportive learning environments for all children. They also may provide parent-education programs and staff-development activities. In the event of a crisis, a team of psychologists will provide assistance and support to the students, staff and parents involved.

The school system has 23 psychologists and two educational diagnosticians. All psychologists serve three to four schools and spend time each week at each school.

School social workers

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

There are 30 social workers assigned to specific schools within an attendance zone. A social worker is at each school several times per week. Additionally, there are 12 school social workers that provide the following services across the district:

- **The school social worker for teen parents and their families** specializes in helping school-age parents continue their education

RETURNED CHECKS AND NON-PAYMENT OF FEES

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

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

If a parent does not satisfy the bad check or pay a debt within 30 days, the school district will notify the Credit Bureau.

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

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

– Policy 3250

and promote their children's readiness to attend school. Services include educational intervention, counseling, parent education, crisis intervention and helping fill child-care, health-care and social-services needs. The social worker has a bilingual assistant.

- **School-health alliance** clinical social workers provide mental health counseling at two school-based health centers.
- The **truancy court coordinator** processes both criminal and juvenile cases when a student has excessive unexcused absences.
- Seven schools host **school-based child and family support teams** that are composed of a clinical school social worker and nurse who collaborate intensively with families and community services to support children most at risk of school failure or out-of-home placement.

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

Exceptional Children

If a teacher, parent or any other school personnel has a concern or suspects a student may have a disability, information must be collected and considered to determine the need for educational interventions.

In order to determine if special education is needed, a referral in writing is completed noting strengths and weaknesses or needs when a student is still not making sufficient progress.

This referral is given to the Individualized Education Program team (IEP team) to determine if testing is needed. Members of the IEP team include a representative of the local educational agency, a regular education teacher, a special educational teacher, and the parent or guardian of the student.

If the need for evaluations is determined, the school system completes the assessments at no cost to the parent; however, written consent from the parent must be obtained before any evaluations can be completed.

A variety of assessments may be used in the areas related to the concerns and suspected disability. The IEP team will collect all available information as well as the evaluations. It is the responsibility of the IEP team, including the parent, to determine if the student meets the eligibility criteria for a disability. The the evidence

must support documentation of impairment, adverse effect on education performance, and require specially designed instruction.

If a child is determined to be eligible and in need of special education, the parent and other IEP team members will develop an Individualized Education Program (IEP). The IEP outlines all of the services the child needs to meet his or her annual goals, how progress will be measured, and who will be responsible for these services. Parental consent must be obtained before any services can begin.

If the services a child needs are not provided in the residential school, the Division of Exceptional Children will assign the child to a school that provides the services. Transportation will be provided. If eligible services are provided, the school system may bill Medicaid.

Children may receive related services, which means support services to assist a child with a disability. Related services include, but are not limited to, speech-language therapy, audiology services, physical and occupational therapy.

A new IEP will be developed each year. State and federal laws require that a child be reevaluated every three years to determine whether he or she still qualifies and needs the services.

Preschool Disabilities Program

The preschool program for students with disabilities serves eligible children who will be 3 or 4, as well as those who will be 5 years old after August 31, and demonstrate significant developmental delays in learning.

Additional information, including school board policies, regulations, and state laws dealing with Exceptional Children, can be found on the school system's website.

Exceptional Children Programs

A child with a disability means a child evaluated in accordance with state procedures and who, by reason of the disability, needs special education and related services. All identified exceptional children are served according to their Individualized Education Program (IEP).

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

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Students may be served at regional programs. Middle and high school-aged autistic students with severe needs may be served in districtwide programs.

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

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

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

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

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

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

There are programs available in all elementary zones for students who perform in this range. The type of service is based on the child's needs. The Occupational Course of Study is available in almost all high schools and may be appropriate for most ID/mild students.

Some ID/moderate students are grouped by age. Classes for these students use special functional curricula that include academics, independent living, socialization, and for older students, vocational training and transition to job placement.

Students performing in the severely or profoundly mentally disabled range display a combination of disabilities. Special facilities serve these students from ages 3 through 21.

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

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students are served at different locations throughout the system.

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

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

Specific learning disability. For the purposes of special education services, children classified as learning disabled are those who have a substantial discrepancy between ability and achievement. These students fail to make sufficient progress when using a process that considers a student's response to research-based interventions. Resource services are provided for learning disabled students in all regular schools. Separate placement is provided in cross-categorical classes at the elementary and middle school level. High school LD students may be served through a study skills course, direct support in the regular classroom, small academic classes taught by an exceptional children's teacher, or through inclusion classes.

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

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

Academically/Intellectually Gifted

Academically or intellectually gifted (AIG) students exhibit high performance capabilities in intellectual areas, specific academic fields or both. They require differentiated educational services beyond those ordinarily provided by the regular educational program.

About 10 percent of the students in the Winston-Salem/Forsyth County Schools qualify for services in either the Academically Gifted (AG) or Highly Academically Gifted (HAG) programs. Outstanding abilities are present in students from all cultural groups, across all income levels and in all areas of human endeavor.

Elementary AG students in grades 3 through 5 are grouped in academically

gifted classes for part of the day. They receive daily English/language arts and mathematics instruction a year above grade level, provided by a licensed academically gifted teacher. Students return to their regular classroom for the remainder of the instructional day for science, social studies and other instruction.

AG students in middle school take an AG English language arts class with a licensed AG teacher. AG students take advanced math, pre-Algebra, Algebra I or Integrated Math I in the sixth, seventh and eighth grades, respectively.

High school AG students generally take honors or honors seminar classes in ninth and 10th grades followed in 11th and 12th grades by college-level courses such as Advanced Placement, International Baccalaureate or dual-enrollment courses offered at local universities.

About 2 percent of the school system's students qualify for services through the Highly Academically Gifted (HAG) program. These students perform at the 99th percentile on standardized tests of intelligence with a minimum score of 95th percentile on a nationally normed achievement test; have a combined aptitude and achievement score of 195; or score in the 99th percentile on end-of-grade tests.

To meet the needs of these students, instructional services are offered in all-day classes that provide advanced learning in a rigorous curriculum for grades 3 through 8. Mathematics is taught at an advanced level, with a math sequence in middle school of pre-algebra in the sixth grade, followed by Algebra I and geometry or Integrated Math I and II in seventh and eighth grades. The topics for science and social studies reflect those of the N.C. Standard Course of Study, but are taught at a more rigorous level. HAG services are offered at central locations: Brunson Elementary and Hanes Middle schools.

In second grade, all students take group-administered achievement and aptitude tests mid-year in their school. Students in grades three and higher who are new to the district or who are recommended by parents or teachers for additional testing may take the tests in the regularly scheduled sessions held throughout the year.

To refer a student for testing, the parent should contact the counselor at the child's school. Private test results are considered; however, school-system rules require prior notification to the school counselor before any tests for academically gifted eligibility are administered.

For more information about testing, eligibility, curriculum or other program issues, ask your school's guidance counselor for an AIG Program Handbook, or call Bud Harrelson, AIG Program Specialist, at 748-3426.

PROHIBITION OF DISCRIMINATION ON THE BASIS OF HANDICAP OR DISABILITY

No otherwise qualified student with handicaps or a disability as defined in federal or state law shall, solely by reason of his or her handicap or disability, be excluded from participation in, be denied the benefits of or be subject to discrimination under any program or activity conducted by Winston-Salem/Forsyth County Schools. If you believe that you or your child has been subjected to discrimination, you may contact Winston-Salem/Forsyth County Schools' Section 504 Compliance Officer, Clara Chavez, at 727-8080.

STUDENTS WITH DIABETES

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

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

To receive a form to request an Individual Diabetes Care Plan for a child with diabetes, contact Nancy Sutton at 727-2713.