

Student Assignment

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

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

New residents are guaranteed enrollment in their residential school, but those in elementary or middle school may request to enroll in any school within their zone as long as space is available.

Parents who want to choose a school for their child other than their residential school may do so each spring during the Schools of Choice period. The period is announced at schools and on the school system’s website, wsfcs.k12.nc.us. Information about the Choice period is mailed to the parents’ address or sent home with the child.

Once an assignment is made, it continues for a minimum of one school year unless there is a change in the student’s residence, a medical need or a disciplinary reason for a transfer. After a student has been assigned to a school, he or she may stay there for the remaining grades.

Choosing a School

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

Elementary and Middle Schools

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

Students can apply to **magnet schools** in January. Magnet schools offer specialized courses of study and draw students from around the county. More informa-

tion about magnet schools can be found on page 4.

The **choice period** usually is held in February, and choice of any school other than your residential school is subject to space available.

Siblings are assigned to the same school if the parents request it. Transportation is provided to any school within a student’s zone if he or she lives more than 1.5 miles from the assigned school.

After the choice period, elementary and middle school students may request an **out-of-zone transfer** to a school in another zone for the next school year. Students will be granted out-of-zone transfers to schools with available space until a school is filled to its capacity. Transportation is not provided to schools in another attendance zone.

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

Requests for a special transfer must be submitted in writing to the principal of the school the student is attending. All special transfer requests are subject to the review of the appropriate assistant superintendent, who will monitor them to ensure fairness and equity. If a student has been the victim of a violent criminal offense while in or on the grounds of his current school, the student will be guaranteed a transfer to a school within his or her zone immediately. For more information, see Policy 5117.

Students who receive a special or out-of-zone transfer can be reassigned to their residential school if they do not comply with the system’s attendance policy, do not make passing grades or do not exhibit exemplary conduct.

High Schools

High school students are assigned to their residential school. They may request a **choice transfer** once each school year during the transfer period, which is usually held in February. Approved transfers are valid for the remaining grades at the assigned school. Students may continue in the school of the former residence if the family moves. Transportation is not provided to any schools other than residential or magnet schools.

Requests made outside the choice transfer period for high-school students

must be submitted in writing to the assistant superintendent of high schools, who monitors them to ensure fairness and equity. If a student has been the victim of a violent criminal offense while in or on the grounds of his current school, a student will be guaranteed a transfer to another immediately. For more information, see Policy 5117.

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

Federal “No Child Left Behind” Transfer Rules

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

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

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

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

Students with Disabilities

In general, parents of **students who have disabilities** may participate in school choice. However, students who are placed in low-incidence or self-contained programs to meet their special needs may be limited to the schools where the programs are provided. To the extent practical, the school system provides a range of special education programs and services in each attendance zone.

A student who has a medical need, physical illness, handicap or disability

Student-Parent Handbook

may be assigned to a school in order to provide a reasonable accommodation for his or her need. The student's physician must provide a verified statement describing the medical need, handicap, or disability and the medical advantages expected if the transfer is granted.

Changes of Residence

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

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

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

Athletic Eligibility. A student who moves within Forsyth County during a sports season will be ineligible for interscholastic athletics at the new school in the same sport for the remainder of that sport's season. If a student or a student's parents believe that this will create an undue hardship, they may request a waiver under Administrative Regulation 6145.2, which is on page 39 of this handbook.

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

– Policy 5117

Elementary School Zones and Themes

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

All schools are subject to the ABCs of Public Education, a statewide accountability program.

Zone 1

- Caleb's Creek: A Connected Campus
- Forest Park: Mathematics and Science
- Hall-Woodward: Communications
- Sedge Garden: Mathematics and Science
- Union Cross: Traditional Academy

Zone 2

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

Zone 3

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

Zone 4

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

Zone 5

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

Zone 6

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

Zone 7

- Bolton: Exploration
- Diggs-Latham: Arts and Global Studies

- Lewisville: Science
- Moore: Multiple Intelligences
- Morgan: Heath, Science and Technology
- Southwest: Community, Character and Communications

Zone 8

- Clemmons: Global Communications
- Easton: Academic Acceleration and Enrichment
- Griffith: Math and Science
- Kimmel Farm: Problem-Based Learning
- Konnoak: Academy of Technology and International Studies
- Ward: Adventures in Learning

Middle School Zones and Themes

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

All schools are subject to the ABCs of Public Education, a statewide accountability program.

East Zone

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

Midwest Zone

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

Northeast Zone

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

Northwest Zone

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

Southeast Zone

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

Southwest Zone

- Clemmons: Preparatory Academy
- Flat Rock: The Apollo Project
- Meadowlark: Connecting for Excellence
- Philo: Global Technology and Language Immersion

Magnet Schools

The Winston-Salem/Forsyth County school system has 18 magnet school programs in all, with seven at the elementary-school level, six at the middle-school level and five at the high school level.

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

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

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

– Policy and AR 5117

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

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

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

The Downtown School serves students whose parents live or work in the downtown area; it does not have a regular at-

tendance area. The school features small classes, experiential learning, extended-day programs and extensive use of community resources. The school will add a seventh grade in 2011-12 as the second step in a three-year transition to becoming a K-8 school. Parents are expected to volunteer weekly.

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

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

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

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

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

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

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

their studies at Parkland High.

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

Atkins High offers unique electives in science, technology, engineering and math (STEM). With course strand options focusing on biotechnology, pre-engineering and scientific visualization, the school prepares students to meet the challenges and demands of a global marketplace. Many different offerings or "majors" allow students to have first-hand experiences with a number of STEM college fields of study.

John F. Kennedy High gives students the opportunity to graduate with technical skills and plans for the future. Students choose from among four academies: construction and design, creative enterprises, health sciences and restaurant management. John F. Kennedy will offer small class sizes, internship opportunities and hands-on experiences working alongside professionals in different career fields.

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

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

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

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

Special Schools

These schools focus on daily living skills, communication and occupational preparation. Special-school students are

Student-Parent Handbook

those who would have great difficulty functioning in a less restrictive environment.

The Centers for Exceptional Children

The Centers for Exceptional Children is a collaboration between WS/FCS and the United Way of Forsyth County that oversees The Children's Center and The Special Children's School. Children served have disabilities that include Down syndrome, cerebral palsy, spina bifida, traumatic brain injury and autism spectrum disorders.

Both schools use a team approach to prepare children educationally and therapeutically. Both schools employ full-time nurses to meet the needs of medically fragile children. The centers serve more than 200 children who are engaged in the very important process of learning and growing.

The Children's Center has served children with a variety of special needs, predominately physical disabilities, for more than 60 years. The school serves children from birth through 11 years old with developmentally appropriate educational and therapeutic interventions. Preschool classes include typically developing children who play and learn side by side with their disabled peers. A regular kindergarten class that is open to children throughout Forsyth County creates additional diversity.

The Special Children's School serves children with special needs from 3 years old to 11 years old in an inclusive environment. Inclusion allows children with and without special needs to model and interact with each other. Children at The Special Children's School are served by highly specialized staff in a nurturing environment.

Lowrance Middle School

Lowrance serves about 125 middle-school-aged exceptional children who have moderate to significant needs.

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

A functional curriculum, assistive technology and auxiliary services augment the standard curriculum. Students also participate in classes such as life skills, adaptive P.E., computer lab, art and music.

Lowrance is connected to Hanes Middle School, providing opportunities for social interaction with non-disabled peers.

Carter High School

Carter is a life-skills high school that uses a functional curriculum instead of the standard course of study. Students may enroll in the life-skills high school as specified in the student's Individualized Education Plan (IEP). Students enrolled in the functional curriculum specified

by the IEP team will receive a graduation certificate upon successful completion of their program. It opened last year in a new building on the campus of John F. Kennedy High School.

Alternative Learning Programs and Schools

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

Kids+

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

ESL Academy

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

CREST and CHOICE

CREST and CHOICE are therapeutic programs for students in first through ninth grades experiencing emotional difficulties that interfere with learning. Both provide structured classrooms with additional therapeutic services. Students are referred by their schools and/or their therapists.

Alternative Learning Centers (ALCs)

ALCs are located at all traditional middle schools and 11 high schools: Atkins, Carver, East Forsyth, Glenn, Mount Tabor, North Forsyth, Parkland, Reagan, Reynolds, Walkertown and West Forsyth. Students who have committed Level II or III discipline offenses are assigned to ALCs. Special strategies and practices are utilized to assist students in a self-contained setting. Students typically stay in ALCs for 45 days and can return to regular classrooms after satisfactorily completing assignments.

Evening Scholars' Program at Carver

The Evening Scholars' Program is an alternative program located at Carver High School that serves students who have dropped out and live in the Carver zone. Students can return to school and earn their high school diploma through the program.

The Kingswood School at The Children's Home

The Kingswood School is a joint venture between WS/FCS and The Children's Home serving students in grades 6-12 with disabilities or mental health diagnoses in two buildings on the Chil-

OPENING AND CLOSING TIMES

Elementary Schools

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

Children's Center

7:55 a.m. to 2:25 p.m.

Downtown School

8:45 a.m. – 3:15 p.m.

The Special Children's School

7:30 a.m. – 6 p.m.

Middle Schools

7:25 a.m. – 2 p.m.

Hanes/Lowrance, Hill and Paisley

7:55 a.m. to 2:40 p.m.

Mineral Springs

8:20 p.m. – 3:05 p.m.

Kennedy Middle Grades

7:25 a.m. – 2:45 p.m.

High Schools

8:55 a.m. – 3:40 p.m.

Winston-Salem

Preparatory Academy

8:10 a.m. – 3:05 p.m.

John F. Kennedy High

8:25 a.m. – 3:10 p.m.

Atkins High

8:40 a.m. – 3:25 p.m.

Career Center:

First period begins at 8:10 a.m.

Regular day

9:21 a.m. – 3:10 p.m.

Extended Day

5 p.m. – 8 p.m.

Carter High

8:55 a.m. to 3:40 p.m.

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

— Policy 6112

STARTING THE DAY

Every school provides the opportunity for students to recite the Pledge of Allegiance every day and to provide instruction on the meaning and historical origin of the flag and Pledge.

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

dren's Home campus. Most students will be referred to the school through his/her IEP process or a mental health referral, or assigned to the school through the discipline process. Students will study the N.C. Standard Course of Study and receive therapeutic services as required.

Main Street Academy

Main Street Academy is an alternative learning school for students in grades 6-12. Students are assigned to the school as a result of violating the Student Code of Conduct. After completing a successful grading quarter and meeting academic, attendance, and behavioral goals, students may be considered for recommendation to a traditional school. Students at Main Street Academy receive instruction aligned to N.C. Standard Course of Study.

Community Involvement Program

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

John F. Kennedy High School

John F. Kennedy High School has several alternative programs for middle school students. The school has a 15:1 student/teacher ratio and a support network of counselors, a social worker and a parent-involvement coordinator to assist and support students and families.

The Gateway Program serves students in sixth through eighth grades that

scored at Level I or II on end-of-grade tests. The students are accepted by application and receive intense, integrated and individualized instruction in the core subject areas to boost their overall achievement and test scores. The students attend school for 195 days and an extra hour each day.

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

John F. Kennedy High is in the midst of transformation as it becomes a small career technical education high school serving grades 9-12. The school shares a campus with Carter High School and the new Career Center that will open in the 2011-12 school year.

Career Center

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

Advanced Placement (AP) courses are offered at the Career Center in art and music, English, science, social studies, math and foreign languages. These are highly challenging, college-level courses for which students may earn college credit. Students take a national AP exam at the end of each course.

Career and Technical Education courses are open to juniors and seniors interested in an academic challenge in career and technical fields. Courses are offered in health occupations, early childhood, carpentry, electricity, auto body and technology, Cisco networking, cosmetology, aviation, culinary arts, commercial art, television/digital media, radio broadcasting, and photography. Stu-

dents experience hands-on learning, have internship and service learning opportunities, and may participate in related clubs and organizations. Successful program completion allows students in some areas to place out of related introductory community college courses.

The Career Center will begin the 2011-12 school year at its current campus at 1615 Miller Street. The school will move to its new location on the Kennedy Campus at 910 Highland Court by January 2012.

Early College of Forsyth

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

Forsyth Middle College

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

Attendance

Excused absences

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

Students between ages 7 and 16 are required by law to attend school. Five- and 6-year-olds who are enrolled in school are also required to attend unless they are withdrawn from school. Children are expected to be at school every day unless sick or otherwise excused.

The State Board of Education allows excused absences for these reasons:

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

Student-Parent Handbook

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

A student participating in an approved school activity away from the school (such as a field trip, athletic contest, music festival or student convention) is not considered absent.

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

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

– *Administrative Regulation 5110*

Religious observances

Students, upon written request from their parents, will be granted an excused absence to observe a religious holiday or to participate in off-campus religious instruction or worship exercises. However, students shall not be excused to participate in off-campus religious instruction or worship exercises for more than two hours a day.

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

Makeup work

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

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

Late arrivals and early withdrawals

When students arrive at school late or leave early, they miss out on some of the instructional program. Such comings and goings also interrupt teaching for other students in the class.

Under the law, it is the parent's or guardian's duty to require a child to attend school for the entire school day. Late arrival or early withdrawal may be excused for medical and dental appointments, illness or injury, death in the immediate family, court or administrative hearings, and valid educational opportunities, such as travel, if approved in advance by the principal.

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

Students who accumulate 10 unexcused tardies for being late to school will be given one unexcused absence.

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

Excessive absences – Compulsory Attendance Law

If a child under age 16 has **three or more unexcused absences** in a year, his or her parent or guardian will be notified by phone, e-mail, U.S. mail or by a note sent home with the student.

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

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

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

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

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

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

– *Policy and Administrative Regulation 5110*

SAFETY

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

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

Because most students ride school buses, parents should remind students of proper bus behavior, including waiting at the designated area, showing respect for the bus driver, keeping all parts of their body and other objects inside the bus, and keeping the bus clean.

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

HELPLINE

1-866-559-5621

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

Call the Helpline to report unethical conduct, harassment, violence and any other safety issue.

It's toll-free, confidential, and available 24/7.

You also can make reports online at:

www.integrity-helpline.com/WSFCS.jsp