

**Wakefield High School**

Mascot: Wolverine

Colors: Maroon, Silver, Black, White

**A Message from the Administration:**

Welcome to Wakefield High School and welcome to the 2025-2026 school year. As we respond to the current needs of the community, we are cognizant of the high standards and traditions established at Wakefield in the past. We continue to take pride in our students’ achievements in academics as well as in the arts and athletics. High school can be an exciting time and the faculty is here to help students be as successful as they can be.

**Administration: ext. email**

Malik Bazzell, Principal 22237 rbazzell@wcpss.net

Ryan Cummings, Asst. Principal of Instruction 22232 wcummings@wcpss.net

Jameil Floyd, Asst. Principal 22234 jfloyd3@wcpss.net

Denise Colón, Asst. Principal 20628 dcolon@wcpss.net

Heather Acrey, Asst. Principal 22218 hacrey@wcpss.net

Catina Cain, Asst. Principal 22235 ccain@wcpss.net

Arian Davenport, Admin Intern 22203 [adavenport@wcpss.net](mailto:adavenport@wcpss.net)

Tiana Ried, Dean of Students 22241 [treid1@wcpss.net](mailto:treid1@wcpss.net)

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**Mission and Vision Statements**

**Mission Statement** Wakefield High School will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators, and critical thinkers. Our educators serve as *warm demanders*, building meaningful relationships with students while maintaining high expectations to help every learner reach their full potential.

**Vision Statement** The Wakefield High School learning community strives to provide a relevant and engaging learning environment aimed at graduating all students with college and career-ready skills that will allow them to be lifelong learners and productive citizens. We believe in the power of *warm demanders*—educators who combine care and high standards—to foster both academic achievement and personal growth for every student.

**Value Statements**

● We believe in the education of the whole person and learning is a continuous, lifelong process.

● Interactive learning experiences, specific assessment of talents and abilities, and exposure to future opportunities prepares students for the pursuit of life goals.

● Within the learning community, education extends beyond the classroom and requires the active participation of students, teachers, parents, staff, and business partners.

● Individual mastery of challenging academic standards requires high expectations, support systems, highly qualified staff, optimal physical facilities and differentiated instruction.

● We respect and appreciate diversity as we foster unity in our students, faculty, staff, and community.

● The Wakefield High School learning community has the right to a safe, healthy and

orderly environment and an atmosphere that supports individual worth, dignity, and mutual

respect.

**Honor Code**

The students of Wakefield High School are committed to being honest and responsible in the completion of academic materials and interactions with the school administration and community. Cheating, stealing, plagiarism (passing off another’s work, words, or ideas as one’s own), and lying (including willful distortion or misrepresentation) are considered violations of the Honor Code. Through a joint fulfillment of this code, students and faculty will achieve their fullest potential in academic excellence and character.

**Section 1: Who to Know**

**Helpful Contact Information**

NOTE: Staff may be reached via phone by dialing the main number along with the extension (*dial* 919-562-3600 *then* 23600). For in=house calls, using the tan phone, most extensions correspond to room numbers (*dial* \*0100 to call the front office). Tan phone extensions are listed on the staff locator.

**Link: Staff Locator**

**Link: Main Office Locator**

| Athletic Director, Chancey Wolfe | Tan 4100, Ext. 22199 | cwolfe@wcpss.net |
| --- | --- | --- |
| Athletic Trainer, Brent Dorenkamp | Tan 0412, Ext. 22201 | sdorenkamp@wcpss.net |
| Attendance, Starlynn Evans | Tan 4102, Ext. 22223 | sevans9@wcpss.net |
| Band, Bobby McFarland | Tan 1503, Ext. 22202 | bmcfarland@wcpss.net |
| Bookkeeper, Vianka  Andrade-Modesto | Tan 2101, Ext. 22247 | vandrademodesto@wcpss. net |
| Cafeteria, Shayla McDowell | 562.3600, Ext. 22227 | cns595@wcpss.net |
| Coaches Office | Tan 0505, Ext. 22200 |  |
| Data Manager, Yesenia Andrade | Tan 8100, Ext. 22249 | yandrade@wcpss.net |
| Media Center, John Smith  Joyce Deaton | Tan 0101, Ext. 22214 | jsmith6@wcpss.net  jdeaton@wcpss.net |
| Nurse, Nicole Lane, RN | Tan 4110, Ext. 22198 | nlane@wcpss.net |
| Registrar, Stephanie Meyer | Tan 0098, Ext. 22213 | shmeyer@wcpss.net |
| Receptionist, Mari Regan | Tan 0100, Ext. 23600 | mregan2@wcpss.net |
| SRO – Officer Moser | 562.3600 Ext. 22216 | andrew.moser@raleighnc.gov |
| Theater, Catherine Delaney | Tan 0608, Ext. 22217 | cdelany@wcpss.net |

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**Staff Assignments**

| Lead Secretary | Heather Lee EXT. 22248 |
| --- | --- |
| Attendance | Starlynn Evans EXT. 22223 |
| Parking/ Security | Officer Moser (SRO) EXT. 22216 |
| Transportation Office | Brandon Johnson EXT. 48480 |
| Media Center Staff | Deaton and Smith EXT. 22191 |
| Custodial Staff | Romero, Luna, Ascencio EXT. 22224 |
| Head Custodian | Candida Romero EXT. 22224 |

**WHS Who to Contact**

| **Question About / Need Help With** |  | **Contact** |
| --- | --- | --- |
| Absence Management/Substitutes |  | Heather Lee hlee36@wcpss.net |
| Announcements/social media/school website |  | Joyce Deaton jdeaton@wcpss.net  Use form linked here (on teacher page of school website) |
| Approval for films/videos/guest speakers |  | Ryan Cummings wcummings@wcpss.net |
| Approval for instructional cellphone usage |  | Department Admin |
| Athletics |  | Chancey Wolfe cwolfe@wcpss.net  Garrett Stevens gstevens2@wcpss.net |
| At-U (to submit items to bi-weekly memo) |  | Denise Colón dcolon@wpcss.net |
| Beginning Teachers and Mentors |  | Laura Stiles lstiles1@wcpss.net |
| Business Alliance |  | Sarah Joyner, sjoyner@wcpss.net |
| CANVAS help |  | John Smith, jsmith6@wcpss.net |
| Career Academy Coordinator |  | Chandra Campbell ccampbell1@wcpss.net |
| Career Development Coordinator |  | Sarah Joyner sjoyner@wcpss.net |
| Checking out textbooks |  | John Smith & Joyce Deaton jsmith6@wcpss.net,  jdeaton@wcpss.net |
| Clubs and Student Organizations |  | Jameil Floyd jfloyd3@wcpss.net |

| Copy machines |  | Jason Lee jlee7@wcpss.net, front office |
| --- | --- | --- |
| Custodial help |  | Front desk (\*0100) or Ms. Romero cromero@wcpss.net |
| Department Chairs |  | CTE: Bouchra Elgaou belgaou@wcpss.net |
|  | English: Heather McDonald hlmcdonald@wcpss.net |
|  | Fine Arts: Sara King sking2@wcpss.net |
|  | Healthful Living: Danielle Blackburn  dblackburn@wcpss.net |
|  | Math: Felisa Kelly fkelly@wcpss.net |
|  | Science: Laura Stiles lstiles1@wcpss.net |
|  | Social Studies: Kyle Bayer kbayer@wcpss.net |
|  | Special Programs: Carolyn Plunkett  cplunkett@wcpss.net |
|  | World Languages: Annie Furches nfurches@wcpss.net |
| Drivers’ Education |  | Jordan Driving School/School Website |
| Drop off work for students |  | Stephanie Meyer, student services office shmeyer@wcpss.net |
| Duties |  | Denise Colón, dcolon@wcpss.net |
| Early Release ID’s |  | Jason Lee, jlee7@wcpss.net |
| ECATS help |  | Heather Acrey hacrey@wcpss.net |
| Email Password Reset |  | Media Center jdeaton@wcpss.net, jsmith6@wcpss.net |
| Emergency Drills |  | Catina Cain ccain@wcpss.net |
| Field Trips |  | Catina Cain ccain@wcpss.net |
| First Aid |  | Stephanie Meyer (student services office)  Catina Cain (First Aid Response Plan coordinator) ccain@wcpss.net |
| Gradebook help |  | Ryan Cummings [wcummings@wcpss.net](mailto:wcummings@wcpss.net)  Christina Bradford [cgbradford@wcpss.net](mailto:cgbradford@wcpss.net)  Bouchra Elgaou [belgaou@wcpss.net](mailto:belgaou@wcpss.net)  Robyn Dembisky [rbembisky@wcpss.net](mailto:rbembisky@wcpss.net) |
| Graduation |  | Jameil Floyd, jfloyd3@wcpss.net |
| Assemblies |  | Catina Cain, ccain@wcpss.net |

| Intervention Coordinator |  | Trent Wilson twilson2@wcpss.net |
| --- | --- | --- |
| Keys |  | Heather Lee, hlee36@wcpss.net |
| Laptop/Desktop/Printer Issues |  | Media Center jdeaton@wcpss.net, jsmith6@wcpss.net |
| Leave forms |  | Heather Lee hlee36@wcpss.net |
| LEP/ELL Assistance |  | Lili Marioara lmarioara@wcpss.net  Sarah Martinko smartinko@wcpss.net |
| Licensure |  | Letitia Howard lrhoward@wcpss.net, WCPSS HR |
| Maintenance/repairs |  | Catina Cain, ccain@wcpss.net |
| Media Center Space |  | Media Center jdeaton@wcpss.net, jsmith6@wcpss.net |
| Money procedures / bookkeeper |  | Vianka Andrade-Modesto  vandrademodesto@wcpss.net |
| Parking, staff only |  | Heather Lee hlee36@wcpss.net |
| Pictures |  | Christina Bradford, cbradford@wcpss.net |
| Infinite Campus Support |  | Yesenia Andrade, data manager [yandrade@wcpss.net](mailto:yandrade@wcpss.net)  Ryan Cummings, [wcummings@wcpss.net](mailto:wcummings@wcpss.net) |
| Professional Development |  | Department Administrator |
| Reserving space in the building |  | Jason Lee, jlee7@wcpss.net  Use form linked here (on teacher page of school website) |
| Scantrons (non-CTE) |  | Heather Lee, hlee36@wcpss.net |
| School Improvement Plan (SIP) chair |  | Felisa Kelly, fkelly@wcpss.net |
| Student Government |  | Robyn Dembisky rdembisky@wcpss.net |
| Supplies |  | Department chair |
| Teacher Evaluations |  | Heather Acrey hacrey@wcpss.net |
| Textbooks |  | Department Chair  Media Center, jsmith6@wcpss.net |
| Testing Coordinator |  | Felisa Kelly, fkelly@wcpss.net |
| Toner for printers |  | Department Chair |
| Transportation Issues, student |  | Denise Colón, dcolon@wcpss.net |

| Technology Issues |  | Smith & Deaton [jsmith6@wcpss.net](mailto:jsmith6@wcpss.net), jdeaton@wcpss.net  helpdesk@wcpss.net (icon in Wake Id Portal) |
| --- | --- | --- |
| WakeLearns |  | Catina Cain ccain@wcpss.net |

**Administrative Duties & Caseloads**

| **R. Malik Bazzell**  **Principal**  **\*2103 Ext. 22237**  **rbazzell@wcpss.net** |  | **Discipline Caseloads, by administrator**  *(On-Call day)* |
| --- | --- | --- |
| Administrative Coverage  AdvancedEd Accreditation  Athletic Boosters (co)  Attendance  Budget Manager  Clerical Staff  Data/EVAAS/Roster Verification  Evaluations  Faculty Council/Honor Societies  Grievances  HR/Personnel/Staffing  Keys/Phone master  Payroll  PLC’s  Professional Development (co)  PTSA  SIP (co)  Testing (co) |  | Acrey, Heather *(Fri)* Grades 10-11; A-El |
|  | Bazzell, R. Malik Grade 12; A-Z |
|  | Cain, Catina *(Tues)* Grades 10-11; Em-Li |
|  | Cummings, W. Ryan *(Wed)* Grade 10-11; Rj-Z |
|  | Colon, Denise *(Thur)* Grade 9 |
|  | Floyd, Jameil *(Mon)* Grades 10-11; Lj-Ri |
|  | Davenport, Arian (Intern) Grades 9 support |
|  | ***Disciplinary referrals should be submitted to the students administrator through the ECATS referral process to be addressed in a timely manner. Urgent matters that require immediate administrative response should be routed to the main of ice by calling \*0100.*** |

| **W. Ryan Cummings**  **Assistant Principal of Instruction**  **\*0300 Ext. 22232**  [**wcummings@wcpss.net**](mailto:wcummings@wcpss.net) | **Heather Acrey**  **Assistant Principal**  **\*2108 Ext. 22218**  [**hacrey@wcpss.net**](mailto:hacrey@wcpss.net) | **Catina Cain**  **Assistant Principal**  **\*6081 Ext. 22235**  [**ccain@wcpss.net**](mailto:ccain@wcpss.net) | **Denise Colón**  **Assistant Principal**  **\*2110 Ext. 20628**  [**dcolon@wcpss.net**](mailto:dcolon@wcpss.net) |
| --- | --- | --- | --- |
| Advanced Placement  Athletic Boosters (co)  Athletics  Attendance (1st 20 days)  Budget Manager (Back-up)  Committee Assignments (co)  Curriculum Fair  Evaluations  Grading and Gradebook  Infinite Campus  Master Schedule  Professional Dev. (co)  Registration  SIP (co) | 504 Administrator  ALC  AllTimely  Bell Schedule  Committee Assignments (co)  Evaluations  Evaluation Calendar  Objective/Credit Recovery  I.A.’s  Instructional Coaching Assignments  Intervention/MTSS  Master Calendar  Professional Dev. (co)  Saturday Academy  SIP (co)  Subs/Coverage  Wake Learns (co) | AI  Attendance  Awards Day and Class  Night  Band Boosters  Business Alliance  Chatterbox  Community in Schools  Custodians  Evaluations  Facilities/Contracts  FARP  Fire Drills, Lockdowns, EOP  Field Trips  Grants  Parking  Professional Dev. (co)  Safety/SRO  Team Building  TOY/Cheerios/Recognition  Wake Learns | AT-U  CAP/Inclusive practices  Duties/Supervision  Evaluations  Freshmen Orientation (co)  ISS  Learning Rounds (co)  Lockers  Open House/Meet the  Teacher/Report Card  Nights  Pictures  PLC’s/UBD  Professional Dev. (co)  Student ID’s  Student/Teacher Handbook  Technology/Media/Textbook  Testing  Transportation |
| **Departments:**  Science | **Departments:**  Exceptional Children | **Departments:**  Fine Arts  CTE | **Departments:**  English  World Languages |

| **Arian Davenport**  **Principal Intern**  **\* Ext.** | **Jameil Floyd**  **Assistant Principal**  **\*3236 Ext. 22234**  [**jfloyd3@wcpss.net**](mailto:jfloyd3@wcpss.net) | **Tiana Reid**  **Dean of Students**  **Ext.**  [**treid1@wcpss.net**](mailto:treid1@wcpss.net) |
| --- | --- | --- |
| BT’s (co w/Floyd)  Duties/Supervision (co w/Colon)  Field Trips (support)  PLC’s/UBD (co w/Colon) | BT’s  Bulletin Boards  Cafeteria Liaison  Clubs/Student Activities  *(Black History Program,*  *Hispanic Heritage*  *Program, Variety Talent*  *Show, Women’s month)*  Evaluations  Graduation Activities  Learning Rounds  Mindfulness Projects (co)  Newcomers Camp  Peer Observations  Professional Dev. (co)  Room Assignments  Senior Timeline  Student Teachers  Summer School | Anti-bullying Week  CFNC Week  Classroom Guidance  Grade Level Parent Nights  Graduation Activities  Head of Crisis Team  Historical Records  Off-Cohort Seniors  Mid-Year Graduates  Mindfulness Projects (co)  Registration  Scheduling  Senior Diploma List  Senior Timeline  Student/Parent Conferences |
|  | **Departments:**  Healthful Living  Math  Social Studies |  |

**Student Services & Counselor Team Assignments**

**Tiana Reid** Dean of Students, Mid-Year Graduates, treid1@wcpss.net

**Brent Walker** Last Names A-C, 10th grade coordinator, bwalker2@wcpss.net

**Melissa Ansbacher** Last Names D-H, 9th grade coordinator mansbacher@wcpss.net

**Rasheedah Fletcher** Last Names I-Mo, 11th grade coordinator rfletcher@wcpss.net

**Jessica OBerto** Last Names Mp-Sc, 12th grade coordinator joberto@wcpss.net

**Lakia Holliday** Last Names Sd-Z, 12th grade coordinator lholliday@wcpss.net

**Claudia Collins** SAP cncollins@wcpss.net

**Sarah Joyner** Career Development Coordinator sjoyner@wcpss.net

**Stephanie Meyer** Student Services/Registrar shmeyer@wcpss.net

**Susan Waldrum** Financial Aid Counselor swaldrum@wcpss.net

**Nicholas Vande Krol** School Psychologist nvandekrol@wcpss.net

**Anne Vaughan** Speech Pathologist avaughan@wcpss.net

**Nicole Lane, RN** Health Nurse nlane@wcpss.net

**Counselors Assist Students With:**

| **Academic**  **Development** | **Career/Future Development** | **Personal/Social Development** |
| --- | --- | --- |
| Graduation Requirements  College Planning  Promotion Requirements  College On-Site Admission Parent Conferences  Course Selections Scholarships for College  Early Graduation  Eligibility Planning  Graduation Plans  Transcripts  Dual Enrollment  Summer Enrichment  SAT/ACT Registration  NC Virtual Public School  Alternative Educational  Opportunities | Career Exploration  Recommendations  Financial Aid  NCAA Eligibility  Community Agencies  Sarah Joyner, CDC | Stress Management  Anger Management  Mental Health  Time Management  Suicide Assessment  College Transitions  Drop-out Prevention  Attendance Issues  Grief Support  Crisis Intervention  Social/Emotional Learning |

**Counselors Assist Teachers With:**

Student achievement support

Academic resources to support at-risk students

Referrals related to student needs(academic, behavior, social, emotional)

Teacher guidance for academic, career, personal/social issues in the classroom

Parent/student conferences and parent communication

Mediation

Crisis management

**Wakefield High Coaching Staff**

| Coaching Leadership | | | |
| --- | --- | --- | --- |
| ***Coaching Position*** | ***Last Name*** | ***First Name*** | ***Email*** |
| Athletic Director | Wolfe | Chancey | cwolfe@wcpss.net |
| Athletic Director, Asst. | Stevens | Garrett | gstevens2@wcpss.net |
| Athletic Trainer Head | Dorenkamp | Brent | sdorenkamp@wcpss.net |
| Athletic Administrator | Cummings | Ryan | wcummings@wcpss.net |

| Fall Sports | | | |
| --- | --- | --- | --- |
| ***Coaching Position*** | ***Last Name*** | ***First Name*** | ***Email*** |
| Football | Wilson | Trent | twilson2@wcpss.net |
| Varsity Volleyball | Pitt | Alyssa | apitt3@wcpss.net |
| JV Volleyball | Lalik | James | jlalik2@wcpss.net |
| Cross Country | Adams | Patience | pkadams@wcpss.net |
| Varsity Men’s Soccer | Calabria | Tony | acalabria@wcpss.net |
| JV Men’s Soccer | Casey | Luke | lcasey@wcpss.net |
| Varsity Cheerleading | Stanicek | Kelly | kellystanicek@gmail.com |
| JV Cheerleading | Shrimanker | Meredith | mlw659@gmail.com |
| Women’s Tennis | Stewart | Ken | kstew1117@gmail.com |
| Women’s Golf | Doyle | James | jdoyle@wcpss.net |
| Gymnastics | DeVeau | Chris | chmdev@gmail.com |

| Winter Sports | | | |
| --- | --- | --- | --- |
| ***Coaching Position*** | ***Last Name*** | ***First Name*** | ***Email*** |
| Varsity Cheerleading | Stanicek | Kelly | kellystanicek@gmail.com |
| JV Cheerleading | Shrimanker | Meredith | mlw659@gmail.com |
| Varsity Men’s Basketball | Stevens | Garrett | gstevens2@wcpss.net |

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| JV Men’s Basketball | Cryer | Rich | family.cryer@gmail.com |
| --- | --- | --- | --- |
| Varsity Women's Basketball | Lee | Jason | jlee7@wcpss.net |
| JV Women’s Basketball | Scott | Camden |  |
| Swimming | Wainio | Courtney | cwainio@wcpss.net |
| Women’s Wrestling | Williams | Russ | rwilliams1@wcpss.net |
| Men’s Wrestling | Warren-Brock | Akim | awarrenbrock@hotmail.com |
| Indoor Track | Adams | Patience | pkadams@wcpss.net |

| Spring Sports | | | |
| --- | --- | --- | --- |
| ***Coaching Position*** | ***Last Name*** | ***First Name*** | ***Email*** |
| Varsity Baseball | Schock | Trevor | Tschock@wcpss.net |
| JV Baseball |  |  |  |
| Varsity Men’s Lacrosse | Reidel | Jamie | jreidel1@wcpss.net |
| Varsity Women’s Lacrosse | Mohar | Aleksandra | amohar@wcpss.net |
| Women’s Lacrosse Asst. |  |  |  |
| Softball | Lane | Brittany |  |
| Varsity Women’s Soccer | Calabria | Anthony | acalabria@wcpss.net |
| JV Women’s Soccer | Teel | Derek | Dteel@wcpss.net |
| Men’s Tennis | Stewart | Ken | kstew1117@gmail.com |
| Men’s Golf | Doyle | Jim | jdoyle@wcpss.net |
| Head Women’s Track | Adams | Patience | pkadams@wcpss.net |
| Head Men’s Track |  |  |  |
| Stunt |  |  |  |

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**The Wakefield High PTSA**

The Wakefield High School PTSA is a volunteer organization of parents, faculty, and students who work jointly to assist in the education of Wakefield High School students. Programs include Lamp of Knowledge Awards, senior scholarships, teacher grants, Wolverine of the Week (WOW), and Staff Development Luncheons. Through membership, donations, and proceeds from Mistletoe Market, the PTSA is able to support all of these great programs. In addition to these programs, a majority of the funds raised by the PTSA are used for school and educational opportunities and needs, including classroom/office updates and repairs; new equipment; funding school initiatives and promoting faculty/staff advancement. Your help is needed. For more information about membership and volunteering, please go to:

http://wakefieldhsptsa.org or visit our Facebook page: Wakefield High School PTSA.

**Membership:** We Need you! PTSA membership is open to parents, faculty, students and community leaders to support Wakefield PTSA, Wake County PTA and NC PTA programs, scholarships and goals. Membership forms are available at WHS (in the office) and online at www.wakefieldhsptsa.org. Follow PTSA on Facebook or Instagram! They are happy to help promote school activities for members in conjunction with other clubs and groups. Send info to WHSNCPTSA@gmail.com.

**PTSA Officers:** The updated list of PTSA officers is located at www.wakefieldhsptsa.org.

**PTSA Programs:**

1. Membership: We Need you! PTSA membership is open to parents, faculty, students and community leaders to support Wakefield PTSA, Wake County PTA and NC PTA programs, scholarships and goals. Membership forms are available at WHS (in the office) and online at www.wakefieldhsptsa.org. Follow PTSA on Facebook or Twitter! They are happy to help promote school activities for members in conjunction with other clubs and groups.

2. Lamp of Knowledge: Annually in September, the PTSA and the school recognize all students who earned a 3.75 GPA or higher during the prior academic year. Students receive a “W” letter and an academic pin. If a multiple year recipient, they receive a bar to add to their letter. A “grab-n-go” breakfast is also provided.

3. Senior Scholarships: PTSA provides academic, activities and service, arts, community college and first generation scholarships to seniors. Information is available in Students Services as well as on the PTSA website.

4. Hospitality: PTSA provides volunteers and funding for the Faculty Back to School Breakfast and Teacher Appreciation Week. This committee also helps coordinate the Senior Reception.

5. Wolverine of the Week: Each week, the school recognizes students who have displayed characteristics and actions exemplifying the PRIDE matrix: positive words and actions, respect of self and others, integrity and honor, self-control and excellence by providing snacks, drinks, gift cards as well as some time to socialize outside the classroom

**Section 2: The Wakefield Way: Staff Expectations and Commitments**

**Professional Expectations**

**General**

● Be punctual to all assigned duties and fulfill the entire duty session.

● During class changes, maintain visibility outside your door (greet students, supervise).

● Update grades weekly and communicate with parents regarding grade and attendance.

● Consistently enforce all school rules (dress code, tardy policy, 15/15 rule, etc.)

● Meet all deadlines established by the administration.

**Classroom Expectations**

All teachers are expected to provide high-quality instruction for each student, each day. As part of providing that instruction, teachers should:

● Post the following each day for each class

○ Objectives/standards

● Greet students at the door each class in order to support student engagement

● Maintain an updated class CANVAS page website featuring assignments and class resources

● Communicate weekly with parents by Talking Points announcement regarding assignments, objectives being taught and other important information needed to support their students learning ● Begin and end class on time.

○ Classes are not to be dismissed before the bell. Teachers should budget time so as to finish lessons when the bell sounds. Students shall not be detained after the bell for instructional reasons. If the bell does not sound, retain students in the classroom and wait for instructions.

● Enforce the wcpss phone policy for enforcing no cell phone use during instruction

**Hallway Expectations**

● 15-15 Rule

○ Students are not permitted to exit the classroom during the first 15 minutes or the last 15 minutes of class for any reason other than the following:

■ Student has a pass for an appointment with a counselor/administrator

■ Student has been called by a counselor/administrator or the front office

■ The class or small group is moving to another location (with an adult)

■ Student is reporting to another location for testing (with a pass)

■ An emergency situation

● If in the hallway during class time for any reason, students must have a pass

● Students who are not in class by the tardy bell must report to the hallway sweeper to receive a tardy pass before being admitted into class.

● Students given permission to work in collaborative spaces must have a pass and adhere to the 15-15 Rule.

**Recording Student Attendance:**

● An accurate record of student attendance (including tardies) must be submitted for each teacher daily through Infinite Campus. Teachers lose access to enter student attendance at 11:59 p.m. each day.

● Teachers should only mark student attendance in Infinite Campus as Present, Tardy, or Absent. The Attendance clerk will update student attendance with all other codes according to the student circumstance and notes received.

● Teachers should only mark students absent in an exam block when students fail to show up for the exam. A teacher does not mark a student absent when a student does not have a final exam or is exempt from the exam.

**Required Duties (link to duty schedule)**

● Morning Duty

○ 6:55 - 7:15 for one week per semester. Direct students without a pass to the commons area prior to 7:10.

● Lunch Duty

○ 30 minutes once weekly at assigned locations.

● Sweeper Duty

○ First 10 minutes of planning for one quarter each semester.

○ Records tardies and prints tardy passes using AllTimely.

● After school duties

○ Assigned as needed

● Additional Supervision/Coverage

○ Assigned as needed

**Evening/Outside Hours Commitments** [**(link to Lucky Charms Calendar)**](https://drive.google.com/file/d/15me0ZGxqrDnDEr78eqFvNkNh5SYfSrVs/view?usp=drive_link)

● Open House Nights

● Parent Conference/Report Card Nights

● Graduation

● Hosting office hours, 1 hour per week, outside of school hours

● Curriculum Fair

**Required Meetings** [**(Link to Lucky Charms Calendar)**](https://drive.google.com/file/d/15me0ZGxqrDnDEr78eqFvNkNh5SYfSrVs/view?usp=drive_link)

● Faculty Meetings (once a month)

● Department Meetings (once a month)

● Committee Meetings (every month)

● PLC Meetings (minimum once a week)

● BT Meetings (BT 1’s & BT 2’s required, BT 3’s as assigned; BT mentors)

● IEP, 504, Intervention, Parent Meetings as scheduled

**Testing**

Staff are required to attend all test training that apply to you. Ms. Kelly sends out emails with this information. Please note that testing occurs throughout the year, and that the testing schedule has not been finalized.

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| Fall 2025 | Spring 2026 |
| --- | --- |
| PreACT– 10th graders  Midterms (optional – determined by PLT) State Exams  WorkKeys – CTE completer students  PSAT  December-early graduate testing  CCRA 10 (College and Career Readiness Alternate Assessment)  EXTEND 10  \**any other test deemed necessary by the state or county* | ACT – 11th graders  Midterms (optional – determined by PLT) State exams  WorkKeys – CTE completer students  ASVAB - military recruitment  CCRA 11 (College and Career Readiness Alternate Assessment)  EXTEND 11  \**any other test deemed necessary by the state or county* |

**Communication Expectations**

● Read email prior to 1st period and at the end of the day. (Self Trust)

● Respond to email and phone messages within 24 hours. (Relationship Trust)

● Attend meetings when invited; keep documentation; contact parents & counselors. (Relationship and Organizational Trust)

● Give as much prior notice as possible if unable to attend a meeting. (Relationship Trust)

● Send weekly class email/Talking Points to parents. Include upcoming classroom dates, announcements, and school wide event information. (Organizational and Market Trust)

● Refer students to appropriate counselors/administrators. (Organizational Trust)

**● Document parent communications regarding any of the following items in ECATS:**

○ SEL concerns

○ Performance concerns

○ Failure notifications (minimum at interim and end of quarter)

○ Behavior concerns and/or discipline referrals made

○ Attendance

● Make contact with parent/guardian of each student at least once per quarter

● Send work to Student Services, ALC or ISS within 24 hours of request. (Relationship and Organizational Trust)

● Maintain a digital platform (Learning Management System)

**●** Utilize TalkingPoints for two-way communication (Self, Relationship and Market Trust)

**Community Expectations/Guidelines**

● Be a team player (Relationship Trust)

● Actively contribute to PLC’s in a meaningful way (Relationship and Organizational Trust)

● Share resources and best practices. (Relationship and Organizational Trust)

● Address concerns and issues respectfully and directly with colleagues (Relationship Trust)

● Address concerns and issues with department chairs and administrators respectfully and prior to involving the principal. (Relationship and Organizational Trust)

● Honor colleagues’ requests for information or completion of reasonable tasks.

(Relationship and Organizational Trust)

● Notify the department chair when absent and provide detailed substitute plans. (Relationship and Organizational Trust)

● Cover classes when asked to do so. (Relationship and Organizational Trust)

● Keep emergency plans up to date in the front office. (Organizational Trust)

**Collective Efficacy**

● Follow appropriate policies: (Self and Organizational Trust)

○ submit sick leave forms within 24 hrs of our return to work. (Self Trust)

○ submit requests for professional or personal leave at least five days prior for

approval. (Self and Organizational Trust)

○ Protected work days are required- annual leave can not be used on Protected days nor days that students are required to come to school. (Self Trust)

○ Personal leave can be used at your leisure as long as you get 5 days prior approval, however it carries a $50 deduction. Only personal leave can be used a day before or right after a holiday. (Self Trust)

● Update CFA data prior to PLC meeting (Self, Relational and Organizational Trust)

● Meet professional deadlines: enter grades once per week and attendance every day. (Self, Organizational and Market Trust)

● Submit Wolverine of the Week submissions weekly (Self and Organizational Trust)

● Attend parent conferences, IEP meetings, and 504 meetings as required. (Self,

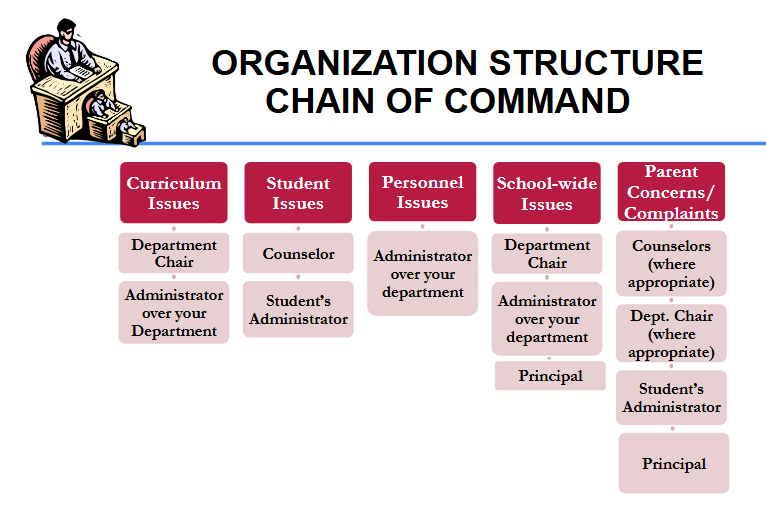
Organizational and Market Trust)

● Be in the hallway during the change of class to supervise and engage with students. (Self and Relationship Trust)

● Report to assigned duties on time and actively supervise and engage with students. (Self and Relationship Trust)

● Find coverage if unable to report to duty and notify administration. (Self Trust) ● Provide students with passes when out of your direct supervision; adhere to the 15/15 class entry and exit rule. (Self and Organizational Trust)

**The Wakefield Organizational Structure**

**Grading and Homework Policies**

Teachers must assess student learning and communicate performance data in accordance with applicable WCPSS policies. **NOTE:** This document contains pertinent updates/clarifications to the grading policies. ***Teachers are responsible for knowing and abiding by the grading policies in the staff handbook.***

**NEW:** [**Standards-Based Grading Policy**](https://docs.google.com/presentation/d/1dS9htIgxuLHmuoo3eO3PwBIdUZHfG1oubaP06kHrWGY/edit?usp=sharing) **(Please read carefully.)**

**Grade Categories:**

All Wakefield High School PLCs will have consistent grading categories and weight by academic level. All PLCs will have the same weights for homework and tests/projects by academic level. PLCs may determine the weights for quizzes and classwork.

|  | **Classwork** | **Homework\* Tests/Projects** | **Quizzes** |
| --- | --- | --- | --- |
| **Academic** |  | 10% 40% |  |
| **Honors** |  | 10% 50% |  |
| **AP** |  | 5% 55% |  |

**\*Homework as a Grading Category:**

PLCs can choose to eliminate HW as a grading category, if it does not serve the best interests of student mastery of course essentials. The following qualifications must be followed if a PLC chooses to eliminate HW.

● The percentage may be shifted to Class work, quizzes, or split between both. Testing percentages must remain constant.

● Classwork should consist only of learning activities that are of a scope and complexity that a student can reasonably complete in class if they are present and engaged.

**● Classwork cannot be assigned with an expectation that students finish the majority of the assignment at home.**

**Formative Assessments Category**

Best practice for Formative Assessment states that Formative Assessments are not actually graded or given weight in the student’s grade. Since students have not finished learning the standards or skills, this prevents penalizing students. Formative assessments are best utilized to identify students for intervention and to inform instruction.

In the Formative Assessment category, the grade would be entered into the gradebook but would not have any weight.

Departments may choose to establish a Formative Assessments Category in their gradebooks, or departments may agree to allow PLCs within the department to utilize that category.

If the choice is made to use this category, an explanation of the category should be provided in the Course Syllabus and any parent communication. Model language is provided below:

“Our course uses a Formative Assessment Category in our grading system. This category will be used to record your progress on the formative assessments we will be taking this semester. This category will be used to help us discuss your progress towards key learning goals. Since Formative Assessments occur before the end of the unit or lesson, they do not count towards your average in the course. You should work to do your very best, however, since these scores will be used to identify if you need additional support including PACK time.”

**Key Grading Dates**

| **First Semester** | **Second Semester** |
| --- | --- |
| 9/22 Interim Week (Q1)  10/29 1st and 2nd period Midterms (optional)  10/30 3rd and 4th period Midterms (optional)  10/31 Make-Up Midterms (optional)  10/31 Quarter 1 Ends  **11/4 Q1 Grades Due 3:00 pm**  11/7 Report Cards  12/1 Interim Week (Q2)  1/23 Quarter 2 Ends  **1/26 Q2 Grades Due 3:00 pm**  1/30 Report Cards | 2/23 Interim Week (Q3)  3/25 1st and 2nd Period Midterms (optional)  3/26 3rd and 4th Period Midterms (optional)  3/27 Make-Up Midterms (optional)  3/27 Quarter 3 Ends  **4/6 Q3 Grades Due 3:00 pm**  4/10 Report Cards  5/4 Interim Week (Q4)  6/11 End of Quarter  **6/12 Q4 Grades Due 3:00 pm**  6/15 Report Cards |

**Grading Scale: The Grading Scale below is to be reflected on all report**

**cards:**

A = 90 — 100 indicates excellent achievement

B = 80 — 89 indicates good achievement

C = 70 — 79 indicates satisfactory achievement

D = 60 — 69 indicates minimal achievement

F = Less than 60 indicates insufficient achievement

**Entering a Zero**

Teachers should indicate missing student work with a zero in order to clearly and accurately communicate student progress. Teachers should not use zeroes to mark submitted assignments that have not been graded. PowerTeacherPro provides several comment features that enhance communication regarding missing or late work.

**Academic Recovery Policies**

Retesting Policy:

● Students who receive lower than 80 percent on an assessment will be able to retake the assessment. ● Students will be able to retest for a maximum grade of 80 percent.

● Students may not remediate or retest on the same day of the original assessment. ● Students need to participate in some form of remediation prior to retesting.

● PLCs may determine the procedures for their courses.

o PLCs should create a remediation procedure for their course(s). PLCs may want to consider what academic work that students should engage in prior to remediation (extra modules, independent practice, etc.), as well as when or how meetings with the teacher should occur.

o PLCs may want to consider sharing retesting responsibilities among themselves (Students do not need to necessarily meet with their teacher of record, if a PLC decides that is

appropriate).

o Students may be required to attend Saturday school as part of the remediation/retesting process.

● Students may consider implementing a retesting request form designed by the PLC that indicates the wish to retest, as well as a reflection piece. Example of a Retest Form

● Retests must assess the same standards/skills as the original test; however, PLCs may decide to change the format of the assessment (ex: short answer questions instead of multiple-choice ones). ● PLCs will share their remediation procedure with administration so administrators can support their efforts.

Revision Policy (for Major Projects or Essays)

● Students who earn 80 percent or lower on a major project may have the opportunity to revise and resubmit their project for a maximum of 80 percent.

● Major projects should be structured to have multiple embedded progress checks (graded or ungraded) prior to the final due date.

● Students must have met these progress checks or have made satisfactory progress in working on their project in order to have the opportunity to resubmit.

Communicating Retests and Resubmitted Grades

● If a student earns a higher grade through retesting or resubmission, the teacher should record the original score and actual score in the comments section for that grade. Ex: 65/retest 87%/grade 80. ● This assists Intervention and SES to better monitor the students’ progress, as well as more clearly communicating the student’s mastery level.

Objective Recovery:

● Objective recovery will be an on-going part of courses in which students are 1) currently enrolled and 2) failing a particular unit.

● The goal of Objective Recovery is to increase opportunities for students to receive credit for a course, not to improve a student's grade who is passing the course.

● Students who fail a unit after remediation and re-testing may be offered a single objective through Edgenuity. Completing recovery through Edgenuity will not result in a grade replacement above a 60. This does not apply to rare situations, approved by the principal and/or Assistant Principal of Instruction where students complete modules for first time credit.

● PLCs will identify together the Edgenity module needed to recover the objective(s) to be re-taught and submit student names to intervention

● Once the objective is recovered, the summative assessment grade for that unit will be raised to 60

Upon completion, the teacher of record will update the gradebook to reflect a 60 for the assessment

failed.

**Objective/Credit Recovery Eligibility and Processes**

| **Credit Recovery** |
| --- |
| Student must have taken and failed the entire course previously, with no more than 30 absences and a final grade of a 50 or higher. EXCEPTION 1: Student who has taken the same course and failed twice, regardless of grade or attendance. EXCEPTION 2: Student is off-cohort and will not be eligible for on time graduation without a CR opportunity. |
| Recovery Lead will provide the student and family with the CR contract. Both the student and parent must sign and return this to the Recovery Lead Teacher |
| Students taking Credit Recovery must complete the entire course, with the opportunity to test out of modules through a pre-test |
| Counselor and the API or administrator over intervention must confirm eligibility prior to enrollment |
| May be scheduled for a recovery class period only if the student is recovering 3+ courses in the same semester. EXCEPTION: Seniors who require a 9th credit for graduation and has 2 CR courses. |
| Upon completion, the Recovery Lead will submit the necessary information to the data manager for records to be updated. |

| **Objective Recovery** |
| --- |
| Student must be currently enrolled in the classroom course |
| Enrollment is ongoing, students who do not pass a major assessment following remediation and teacher re-testing will be recommended by teachers through PLC |
| Teacher of record must identify which module(s) in Edgenuity the student must complete based on their demonstrated skill deficits |
| The student will be provided support through pull out services during PACK Time by the course PLC. Students are otherwise responsible for completing on their own time. Student will be provided a timeline for completion, a minimum of two weeks from the date of assignment |

| aligned with the module(s) assigned. If this is after the close of the quarter, a grade change form will also need to be submitted. |
| --- |

**Any student not meeting the previously stated criteria exactly must receive approval from both the Dean of Students and API/ Principal before enrollment.**

Enrollment Process

Credit Recovery

● A student is identified by an interventionist, counselor or administrator as having failed a required course for graduation, based on stated criteria on page 1 of this document.

● Counselor and API/administrator over intervention approves eligibility for enrollment

● Recovery Lead Teacher registers students for assigned modules and communicates the plan for credit recovery to the student and parent, that includes a schedule for routine progress checks. Students and parents must sign / return the Credit Recovery Contract.

● Once completed, the Recovery Lead Teacher will communicate completion to the Data Manager and contact parents to inform them of completion using their report card.

Objective Recovery

● Students are identified by their current teacher as having failed a unit major assessment and unsuccessful in earning a passing score following remediation and retesting.

● The teacher of record assigns the module(s) to this student, communicating the assignment and timeline to the student and parent (minimum of two weeks should be provided for completion). Contract is not required for objective recovery.

● PLC collaborates to schedule students assigned OR for their subject areas for P.A.C.K. Time a minimum of once per week during the module assignment.

● Once completed, the teacher of record will update the students major assessments aligned with the assigned module(s) to a 60. If this occurs after grades are due for the quarter, a grade change form submission is needed.

● The teacher of record will communicate completion of objective recovery to the parent.

Reporting Completion Credit Recovery

● Recovery Lead Teacher will complete this form, which responses are given to the data manager to correct the grade in PowerSchool.

● Recovery Lead Teacher will notify the parent and the student’s counselor of their successful completion of their assigned modules.

**Late Work**

Late Work due to an excused absence will follow the WCPSS make up work policy: Assignments assigned prior to an absence will be due upon return; this includes tests scheduled for the day of the return.

If the make-up work has not been assigned in advance, for absences of 1 to 3 days, the student will have a

minimum of 1 day for each absence to complete missed assignments. For absences exceeding 3 days, the student will have a minimum of 2 days for each absence to complete assignments. Students will receive full credit for all make-up work following an excused or unexcused absence as long as the work is completed within the time limit according to teacher expectations and for unexcused absences as long as remediation has been attended to complete the assignment. Special consideration should be given in the case of extended absences due to injury or chronic illness.

**Academic Courses**

All students receiving academic credit for a course have the opportunity to recover grades through completing alternative assignments to demonstrate mastery, turning in missing work, and/or completing retests. Students will earn a minimum of 70% of the grade they would have received if turned in on time. Work that is submitted on time and meets the minimal completion requirements will receive a score no less than 50%. Student late work assigned during the first half of the quarter must be turned in by the time of interim reports. Assignments due after the interim period will be due by the end of the quarter.

**Honors Courses**

All students receiving honors credit for a course have the opportunity to recover grades through completing alternative assignments to demonstrate mastery, turning in missing work, and/or completing retests. Students will earn a minimum of 60% of the grade they would have received if turned in on time. Work that is submitted on time and meets the minimal completion requirements will receive a score no less than 50%. Late work is due by no later than 2 days after either the end of the unit or the day of the unit assessment.

**AP Courses**

For late work in AP courses, students will earn a minimum of 60% of the grade they would have received if turned in on time. Late work is due by the end of the unit of study.

**Notes:**

**● Students who are receiving Tier 2 or Tier 3 support from Intervention or who are undergoing a SPED evaluation process may require extended due dates. Intervention and SES (Special Education Services) teams will communicate with stakeholders.**

**●** PLCs have the discretion to extend the deadlines for late work further than the stated deadlines. *Do not advertise this discretionary authority to students or parents to avoid potential issues.*

**PLC Grading Practices**

PLCs will adhere to the following:

● Have consistent grading considerations within departments

● Ensure category weights are consistent throughout departments

● Record a similar number, type, and topic of grades.

● PLCs should enter 2-3 grades per week in PowerSchool.

**● Grades should be updated weekly by Friday.**

**● Develop, administer, and assess Common Formative Assessments.**

● Midterms are optional at Wakefield High School. PLCs will determine whether to administer a Mid-Term as a PLC. Midterm projects are an option for consideration by PLCs.

● Follow all Wakefield High School, WCPSS, and State testing policies

**Exam Exemptions**

Students cannot be exempted from state End-of-Course tests (EOC and CTE EOC). Per district policy for 24-25 SY:

Students in Grade 12 may be exempt from exams based on the following criteria:

● Students must have a projected final grade of B or higher

● Students must have 10 or fewer absences in the course.

● Students cannot be exempt from state testing including field testing.

The principal (consistent with GS 115C-288) has final authority to determine a student's exemption status.

**Final Projects**

For non-EOC courses, or other courses without a state-based final assessment, PLCs can develop a Final Project to count as the final exam of the course. Assignment sheets and rubrics must be submitted to Mr. Cummings. Details will be shared towards the end of the quarter. When giving a project as the Final Exam, teachers are expected to engage with students related to this final project on the scheduled teacher made exam date.

**Final Contact for Failing Grades**

Teachers must document a final contact to parents in ECATs to inform them that their child has received an F in the course. An F should never be a surprise.

**Distribution of Interim Grade Reports**

In grades K-12, report cards are issued to students each quarter. Interim reports are issued to all students at the midpoint of each quarter.

**From WCPSS Policy 3400 (Evaluation of Student Progress)**

● Teachers will provide students and their parents/guardians with clear explanations of their grading practices.

● Teachers will provide each student with regular feedback to promote learning, self evaluation, and growth.

● Communication between teachers, parents, and students will be timely, including ongoing system-wide mechanisms for communication of student progress and grades.

● In grades K-12, report cards are issued to students each quarter**.** Interim reports are issued to all students at the midpoint of each quarter.

**Submitting/Finalizing Grades**

If a student received a failing grade for Quarter 1 (or Quarter 3) and then passes Quarter 2 (or Quarter 4), the grade for Q1 (or Q3) will be raised to a grade no lower than a 50.

Please keep the following things in mind as you are entering and calculating grades:

● Please make sure to set your gradebook up correctly. Training and Infinite Campus support are available from staff.

● Once grades are finalized, changes made in your gradebook will NOT show up on the report cards.

● Once grades are finalized, any grade changes must be submitted on a grade change form (located in the Staff Shared Drive). Teachers should submit a printed, signed copy to Mr. Cummings or Ms. Andrade.

● If final scores are delayed, the final grades for affected students must be marked Incomplete. Once scores are received, teachers should correct the grades and email Ms. Andrade.

● When students are withdrawn, the school has 24 hours to pull their grades. Please make sure to finalize the student’s grade as accurately as possible within that time frame.

**Homework, Classwork, and Assessments**

Incomplete minor assignments (homework and classwork) cannot alone fail a student for the grading period. Assignments for the grading period should be structured by the PLC so a student who demonstrates mastery on the unit assessment does not fail solely on missing homework and classwork.

Specific meaningful feedback is critical to student progress and success. While it is reasonable for some minor homework and classwork assignments to be given for practice, teachers should give feedback on the majority of assessments in a period. See WCPSS Policy 3150 R&P below:

**Teachers shall provide specific and timely feedback on homework assignments.**

Homework should be considered in reporting a student's progress to parents; however, in grades 6-12, homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period.

To evaluate the effectiveness of a homework assignment, the following questions might be applied:

1. Does the student possess the skills needed to complete the assignment?

2. Does the assignment extend and enrich class work?

3. Does the assignment meet a real need in the student's learning experience?

4. Does the student clearly understand the purpose of the assignment?

5. Can the assignment be completed within the suggested time limits?

6. Do some assignments provide opportunities for the development of initiative, creativity, and responsibility?

**Methods of Providing Feedback**

Teachers can provide meaningful, formal and informal feedback in a variety of ways:

Written comments on paper

Highlighted or circled rubrics

Comments in Learning Management Systems (Canvas)

Conferences/discussions with students

Grades that indicate performance level

PLCs and departments can discuss other ways to provide meaningful feedback to students.

**The research-based guidelines for minutes of homework per day are:**

The research-based guidelines for minutes of homework per day state that grades 9-12 should have no more than approximately 120 minutes per day total, for academic-level courses. (This means no more than approximately 30 minutes per class period per day).

No grade can be attached to any task unless it supplies evidence of achievement of a learning target. (i.e. Bringing in an extra copy of a novel for extra points; donations; community service; bringing back interims or report cards signed; bathroom passes.)

**Exams and End-Of-Course**

School Board Policy #5520.1: Meaningful evaluation shall include consideration of all activity that has occurred during an evaluation period. Such activities include homework, projects, reports, class participation, and tests which shall include unit tests. In addition to the above activities, examinations shall be administered in each course at the conclusion of each semester in courses which offer credit toward high school graduation. The relative value attached to any activity shall be determined by the importance of the activity toward achieving course objectives.

Exams will be administered over a 4 - 5 day period. The exam session for each course is 3 hours. Exams

must be comprehensive, thorough and appropriate for the course. Adequate review must be given prior to all exams. No tests are to be given the 3 days prior to exams. Copies of exams given to Department Chairs before being administered. Grading procedures direct our local school system to use test results from end-of-course exams to account for 20% of the student’s final grade.

**Exam Procedures**

● Mid-term exams are optional based on PLC determination.

● Students must remain in class for the exam period, even if they finish early.

● Students are not permitted to leave during an exam except for an emergency.

● Do not give permission for students to take exams other than at the assigned time without permission from the principal.

● Class exams count 20% of the SEMESTER GRADE (EOC 20%). Additional information + the exam schedule will be distributed prior to the exam period.

● Students who do not

**Honor Code Policies**

**WHS Honor Code**

WCPSS Honor Code Policy (4310) states: “Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

● students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;

● parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;

**● staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.**

**A. Prohibited Behavior**

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.

2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.

3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.

**Grading, Homework, and Final Exam Policies**

Teachers must assess student learning and communicate performance data in accordance with applicable WCPSS policies.

**Distribution of Interim Grade Reports**

In grades K-12, report cards are issued to students each quarter**. Interim reports are issued to all students at the midpoint of each quarter.**

**WCPSS Policy 3400 (Evaluation of Student Progress)**

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

**A. GRADING SYSTEM**

1. The purpose of a grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives.

2. All WCPSS grading and reporting practices will support the learning and teaching process and encourage success for all students.

3. Grading practices are not to be punitive in nature. Any loss of credit or other academic or disciplinary penalty for plagiarism, cheating, or other forms of dishonesty must be consistent with the Board’s Honor Code policy.

4. For students at risk of academic failure, schools will develop and implement a plan for grade recovery.

**B. ASSESSMENTS**

1. All local assessments and assignments will be aligned with state/district adopted standards and /or curriculum and be designed to appropriately assess student achievement.

2. Appropriate and consistent evaluation of academic achievement shall employ formative and summative assessments to determine a student's level of mastery of curriculum objectives.

**C. SCHOOL-BASED GRADING PLAN**

1. The principal of each school will ensure the development of a school-based grading plan and will place the plan on file in the school and will submit it to the designated area superintendent for approval. 2. Upon approval of a school-based grading plan, the principal shall be responsible for communicating the plan to staff, students, and parents.

**D. COMMUNICATION**

1. Teachers will provide students and parents/guardians with clear explanations of grading practices. 2. Teachers will provide students with regular feedback to promote learning, self- evaluation, and growth.

3. Communication between teachers, parents, and students will be timely, including ongoing system wide mechanisms for communication of student progress and grades.

**E. GRADING PERIOD/INTERIMS/REPORT CARDS**

In grades K-12, report cards are issued to students each quarter**. Interim reports are issued to all students at the midpoint of each quarter.**

**Student Discipline Policies**

A school climate conducive to serious study and respect for oneself, others, and property is essential to meet the needs of youth. Each school principal has the authority and responsibility to take whatever reasonable and legal action is necessary to establish and maintain appropriate student behavior.

**Wakefield High School Discipline and Tardy Policies**

All students are responsible for complying with and are expected to be familiar with the WCPSS Code of Student Conduct and school board policies governing student behavior and conduct. All Code of Conduct policies are contained in the WCPSS Student/Parent Handbook, which is distributed at the beginning of each school year or upon enrollment in the WCPSS. If there is a conflict between the rules expressed in the school handbook and the Code of Student Conduct policies, the WCPSS Code of Student Conduct policies shall take precedence.

We believe that teachers have the right to teach, and students have the right to learn. Every student has the right to be free from distractions and harm caused by inappropriate behavior in the classroom. Wakefield's Discipline Program focuses on helping students develop self-discipline and on creating the best learning environment for all. Administration reserves the right to modify consequences for inappropriate behavior based on student need.

**Potential Discipline Consequences**

● Revocation of Privileges: Lunch & parking permits, attendance at or participation in extracurricular activities are taken away.

● Alternative Learning Center (ALC): Students are assigned by administration

● Lunch Detention: Students remain with faculty for lunch.

● In-School-Suspension (ISS): Assignment is for the period or for the day.

● Saturday Academy: 9am - 12 noon on designated Saturdays. These days are used to make up missed time only.

● Reverse Suspensions: Used in lieu of OSS; parents will be invited to attend school to monitor their child’s behavior and schoolwork.

● Out-of-School Suspension (OSS): Suspension for 1 to 10 days.

● Long Term Suspension: For serious infractions, OSS is 10+ days.

**Alternative Learning Center (ALC)**

The alternative learning center will provide:

● a safe environment where students can make progress academically, behaviorally, and socially; ● a way to deter students from continuing certain behaviors without placement outside of the school;

● interventions that reduce a student's likelihood of being suspended again;

● the opportunity for students to return to class and continue with success.

**Lunch Detention**

Lunch detention is assigned by teachers or administrators for various violations of the Student Code of Conduct.

**In-School Suspension (ISS)**

ISS is assigned by administration. Work will be submitted to the ISS Coordinator by classroom teachers via the work submission link and made available to the student via CANVAS. Administrators may assign students to ISS for multiple disciplinary infractions in response to a referral.

**Out of School Suspension (OSS)**

Suspension out of the school building may be assigned to students by administration. Short-term suspensions are removals from school for a period of ten (10) school days or less. A long-term suspension is a suspension for a period of time in excess of ten (10) school days. If the offense leading to the long term suspension occurs before the final quarter of the school year, the suspension may not be longer than the remainder of the school year.

**Reverse Suspension**

This may be used in lieu of out-of-school suspensions for particular violations. Parents will be invited to attend school to monitor their child’s behavior and school work. Teachers will be given prior notification from the assigning administrator of a reverse suspension.

**Saturday Academy**

This is held from 9AM - 12PM on particular Saturdays noted on the school calendar. Students should be on time, bring school work, and work silently during the validation time. Students who are late or do not follow the rules will be asked to leave and will not receive credit for serving time. These days are for making up time missed at school, receiving academic assistance in a low-distraction environment and participating in focused reviews when offered (i.e. ACT Review, EOC review/preparation).

**Summary of Discipline Infractions** (from WHS and WCPSS Code of Student Conduct) Assault: No student shall cause serious physical injury to any student, school employee or other adult, attempt to cause serious physical injury, or intentionally behave in a manner that could cause serious physical injury to another student. Serious physical injury refers to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.

**Skipping / Cutting Class**

Students will attend school each school day except in the case of excused absences. Students will be on time to school and on time to class, will refrain from entering unauthorized areas, and will remain at school and in the designated locations for the duration of each school day unless excused. Students who receive an unexcused absence and do not provide documentation from parent or third party may receive a disciplinary consequence as though they are skipping class.

**Inappropriate Dress:**

Clothing that disrupts the educational environment and violates dress code is not allowed. Students who dress inappropriately will be sent to the Attendance Office and given the following options:

● change into clothes provided by WHS

● call a parent to bring a change of clothes

● spend the rest of the day in ISS for non-compliance

At Wakefield High School, we believe that student attire is an important part of the educational experience. We want all students to dress in a way that reflects the seriousness of their academic environment and helps create a positive and respectful atmosphere. Our student dress code is designed to ensure that you look and feel like a student while at school, which helps maintain focus on your learning.

To help keep our students focused on learning, we expect everyone to dress in a manner that reflects their role as a student. During all activities related to your school day, student clothing should:

● Fully cover undergarments

● Not be see-through or excessively short, tight, or revealing clothes

● Fully cover midriff and areas above mid thigh during all movement and activities throughout the school day

● Not display lewd, indecent or vulgar messages or illustrations

● Not wear head coverings in conjunction with a face mask, with the exception of religious observance The following items are prohibited.

● Head coverings, sunglasses indoors or anything prohibiting identification

○ Teachers may request non-religious head coverings be removed in the learning environment ● Clothing with chains, spikes or other accessories that could be perceived as or used as a weapon ● Clothing or accessories that violate the school system’s policies against gang and gang related activities

● Ski masks

● Clothing that advertises services or products illegal to minor

**Dress Code Highlights:**

**WCPSS Dress Code Policy (4316, May 2019) states: “**Students are expected to adhere to standards of dress and appearance. Our guiding principles for the student dress code are similar to those experienced and expected in the workplace: attire that furthers health and safety of students and staff, enables the educational process, and facilitates the operations of the school. Parents are asked to partner with the school district to monitor student attire to help adhere to the guiding principles set forth in the policy.”

To promote these goals,students may not wear or carry clothing, jewelry, book bags, or other personal articles that:

1. Depict profanity, vulgarity, obscenity, or violence;

2. Promote the use or abuse of alcohol, tobacco, or illegal drugs;

3. Are prohibited under Policy 4309 III-2 (Gang and Gang Related Activity) or any other provision of the Code of Student Conduct;

4. Threaten the health or safety of staff or students; or

5. Are reasonably likely to create a substantial disruption of the educational process or operations of the school.

Specifically:

a) Students must wear clothing that covers their skin from chest to mid-thigh with opaque (non see-through) fabric in front, back, and on the sides.

b) Students must wear shoes at all times except when changing for physical education or athletic practices or events or when specifically directed otherwise by a teacher or administrator.

c) Clothing must cover undergarments (waistbands and straps excluded).

d) Breasts, genitals and buttocks must be covered with opaque (non-see-through) fabric.

e) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.

f) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

g) Head coverings (including hats, hoods, sweat bands, and bandanas) are generally prohibited in the school building. However, students may wear head coverings in the school building as an expression of sincerely held religious belief (e.g., hijabs or yarmulkes) or cultural expression (e.g., geles) or to reasonably accommodate medical or disability-related issues (e.g., protective helmets).

Non-compliance with these policies will result in disciplinary action.

**Narcotics, Alcohol, Chemicals, Drug Paraphernalia**: No student shall possess, use, distribute, sell, conspire to sell or distribute or be under the influence of any narcotic drug, opioid, hallucinogen, amphetamine, barbiturate, marijuana or cannabis product, anabolic steroid, controlled substance, alcoholic beverage, drug paraphernalia, counterfeit substance, unauthorized prescription drug, or any other chemical or product with the intention of bringing about a state of exhilaration, euphoria or of otherwise altering the student’s mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule

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when the drug is taken by the person for whom the drug was prescribed. Objects intended to be used for ingesting, injecting, inhaling, or otherwise introducing a substance prohibited by this rule into the body, including but not limited to pipes, vaporizers, rolling papers, and syringes.

**Physical Aggression:** Physical aggression toward and fighting with students, staff, or visitors are prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked or initiated the fight.

The prohibition on fighting and physical aggression includes, but is not limited:

a. Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational or dangerous manner. b. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.

Tardies to Class & to School: Tardies are cumulative by quarter; discipline is assigned beginning with the 3rd overall tardy. Reminder bells sound 1 minute before the tardy bell. For a tardy to school before 7:35 AM go directly to class with a sweeper pass and/or sign in. After 7:35 AM, go to the Attendance Office. After 45 minutes, the student is marked absent. The 15-15 rule is in place for all classes.

**Wireless Devices, Electronic Devices, Cell Phones:**

To keep class time focused and free from distractions, students are not allowed to have any personal wireless communication devices—this includes cell phones, smartwatches, earbuds, and similar devices—on them during the school day (from the morning bell to the afternoon bell).

At our school:

* All devices must be stored in the teacher's cell phone pouch at the start of class.
* Devices cannot be kept in backpacks, pockets, wrist, or anywhere on their person—they must be out of sight and out of reach.

Students may only use a personal device during class time if:

* It is required by an IEP, 504, or health plan.
* It is being used with explicit permission from a staff member for translation, assistive communication, or an emergency.
* A teacher has given clear, prior permission for learning purposes during class.

If a student's family member needs to contact them during the school day, they should reach out to the front office, counselor, or teacher. Staff will help make sure students receive the message when appropriate.

📞 Students can always call 911 in an emergency without needing permission.

**Gangs and Gang Related Activities:**

No student shall commit any act that furthers gangs or gang related activities including the following: ● wearing, possessing, using, distributing, displaying, or selling clothing, jewelry, badges, etc. that shows affiliation in a gang.

● communicating in order to convey membership in a gang.

● tagging school property with gang related symbols.

● requiring payment for protection

**Attendance (Staff)**

**Expectations for planned absences:**

● Submit leave form to Ms. Heather Lee (see below for leave form expectations)

● Text/Email department chair & department administrator

● Input absence into RedRover as soon as possible, indicate where lesson plans will be located (see department chair, on desk, etc.)

● Prepare and provide emergency plans, instructional plans, and rosters for substitute teacher(s) **Expectations for emergency absences:**

● Text department chair and department administrator

○ Indicate if you need to use emergency plans or if you will be providing plans

○ If you are providing plans, they should be available to your department chair by 7:10 AM

● Input absence into RedRover as soon as possible, indicate where lesson plans will be located (see department chair, on desk, etc.)

● Upon return, submit leave form and requested documentation to Ms. Heather Lee

**Teacher Absences**

A form entitled **"Request for Leave"** is available on the Intranet. **All** staff members should submit this form for Principal approval **prior** to their absence and regardless of the reason for the absence. This includes workshop and professional leave. (It must be documented who is paying for your sub if you need one for professional leave.) Professional leave must be approved prior to the workshop or you will pay for your Sub. Additionally, failure to return the required information impacts timely pay to a substitute. In the event of an emergency or use of sick days, the form should be submitted for approval immediately upon return to school. Failure to follow these procedures will be reflected in your evaluation.

**Leaving Campus During School Hours**

Staff MUST first notify the office or in case of an emergency, send someone to notify the office. This also applies to lunchtime. Before leaving, sign out for insurance reasons. Make sure your class is covered before you leave.

**Sick Leave**

Sick leave is earned at the rate of one day per month for permanent full-time employees. All permanent part time employees earn leave computed at a pro rata basis of the amount earned by a full time employee in that class of work. Sick leave can be used for personal medical appointments, illness in the immediate family, and medical appointments that necessitate the employee’s attendance, death in the immediate family or grave illness in the immediate family. Documentation will be required for any of the previously mentioned instances that exceed 3 days.

On the fourth day of an absence, Central Office must be notified and documentation will be required upon return to work. Please be advised that Wake County employees are not allowed to take sick leave the day before or the day following a holiday or vacation days unless you have medical documentation.

**Personal Leave**

Earned at the rate of 0.2 days per month, personal leave may be accumulated to a maximum of six days.

$115 per day will be deducted with or without a substitute when personal leave is used and no reason was provided. **REQUESTS FOR PERSONAL LEAVE MUST BE MADE TO THE PRINCIPAL AT LEAST FIVE (5) DAYS IN ADVANCE EXCEPT IN AN EMERGENCY**. Personal leave may not be used on the first day of the school year, on protected workdays, day before or day after holidays or annual vacation days unless approved by the principal. It is not advanced by Central Office.

**Professional Leave**

The principal must approve professional days in advance. This includes 2 forms: a Request for Leave Form and a Request for Professional Leave Form. Documentation regarding your workshop must be attached to your leave form. Only 10 professional workdays are allowed per year. This includes workshops provided by WCPSS. Currently there is no $ to pay for professional workshops or staff development.

**Jury Leave**

Please provide a Professional Leave Form and copy of your summons prior to jury duty. No deduction is made from the salary of teachers when absent from school for jury duty, but documentation from the court must be submitted to verify dates served. The employee is entitled to compensation received for duty.

**FMLA**

Those eligible for FMLA are those who suffer from a serious health condition that includes illness, impairment, injury, or physical or mental condition that involves a period of incapacity or treatment. If you have any questions pertaining to whether you qualify for FMLA please contact your in-house payroll representative.

**Substitute Teacher Regulations**

The term “teacher” is used in this section and includes all teachers, academic, exceptional, and vocational, who regularly teach one or more classes. The superintendent determines the need to employ a substitute for non-teaching personnel. All substitute teachers shall be approved in accordance with school board regulations. The minimum time a regular teacher is charged for any absence shall not be less than one half of one day, nor less than one day if an excess of one-half of one day is taken.

Payment for substitute teaching shall be $130 a day for substitutes who hold teaching certification, $115 a day for non-certified substitutes.

Payment to a substitute shall be equated between the sources of funds in the same percentage as the regular teacher is paid. Salary checks for substitute teachers shall be issued monthly to each sub in his/her own name and mailed home from the payroll office. A monthly payroll data sheet, prepared by the secretary and signed by the principal, shall be filed with the payroll division.

**Absences With Pay**

Teachers shall be allowed to receive pay during absences in accordance with the provisions of this section. Absence codes are assigned for specific reasons and shall be indicated on monthly data sheets. These codes will be shown on the teacher's check stub with the number of days taken.

01 Sick Leave (no substitute or non-certified substitute)

20 Vacation/Annual Leave

04 Professional Leave (no sub or non-certified sub)

02 Personal Leave (with reason)

Other absence codes which include salary deductions are:

03 Extended Sick Leave (no sub or non-certified sub)

06 Personal Leave (no reason given, deduction of $115)

07 Non-Paid Leave (no substitute or non-certified substitute)

28 Bonus Leave (TA’s, Clerical)

**Absentee Procedures**

All absences for teachers and TAs must be reported in RedRover, even when no substitute is required or when a teacher assistant is used as the sub. Absences should not be recorded in RedRover for teacher workdays or when school is canceled due to inclement weather. You must make sure your information is correct in RedRover the first few days of school.

**Coverage**

If it is after 6:00 am on the day of an absence, make sure your absence is recorded in RedRover and call or text your department chair and admin so that your classes will be covered by your peers. See Ms. Heather Lee if you have a question.

**Remember:** No matter the type of leave requested, teachers should complete a leave request form and submit it to the principal at least 5 days prior to the date of the absence.

**Minimum Workday**

**Administrators:** The equivalent of an 8:00-5:00 workday

**Teachers/Counselors:** When students are in school, the work hours are from 6:55 am until 3:05 pm or until the teacher has completed his/her professional responsibilities. Regardless of planning periods, teachers are expected to be available on campus between these hours. Personal appointments should be made after work hours and not during a teacher’s planning or lunch time.

*Board Policy #3221: The teacher's minimum workday shall extend from one-half hour before the student's day begins until the teacher has completed professional responsibilities to the students and the school.*

*Board Policy #3221.1: Program development, professional growth activities, faculty meetings, bus duty, parent conferences, special help for students, and care of school property and equipment are examples of the kinds of activities which will require the continuation of professional services beyond the departure of students.*

*The above policies in no way reduce the principal’s authority to assign duties and responsibilities which may extend beyond the hours set forth above whenever such assignments are necessary for the efficient operation of the school. These policies apply to all special teachers such as librarians, counselors, speech therapists, art and music consultants, and home-school coordinators.*

Teacher Workdays: The professional workday begins at 8:00 a.m. and ends at 4:00 p.m. All staff must

sign in on workdays. Any staff member not adhering to these hours – emergencies, etc. – must have approval by an administrator.

**Students**: The school day begins at 7:25 a.m. and ends at 2:18 p.m.

**Clerical Assistants:** The workday will be an 8-hour day, excluding lunch, with the schedule determined by the principal. Clerical assistants should notify the Front Desk when absent. **Instructional Assistants:** Expected to work an 8-hour day starting at 6:50am. Instructional Assistants are required to enter their absence in AESOP and inform their supervising teacher. Instructional Assistants may be assigned student supervision duties during their lunch, unless clocking out for lunch.

**Custodians**: The workday will be an 8-hour day, excluding lunch, with the schedule determined by the principal. Custodians should notify the front desk when they are absent.

**Emergency Operating Procedures**

**Emergency Conditions and Weather**

When emergency conditions exist, the superintendent may direct the closing of school as follows:

**Inclement Weather Procedures**

When the local media reports schools closed, keep in mind that this is for **STUDENTS ONLY**! **For staff, it should be treated as an optional teacher workday.** In the event of school being closed due to inclement weather, you have 4 options:

● Come to work (working the equivalent of a workday)

● Take an annual leave day

● Take a non-paid day or

● Make up the day as approved

Non-exempt staff and teacher assistants who work 37.5 or 40 hours per week and report hours on a timesheet may elect to make up the day on a whole or “piecemeal basis” if time allows. Days missed must be made up within the workweek due to the Fair Labor Standards Act which forbids employees from working more than 40 hours during a work week. Employees who work 37.5 hours per week could make up time in intervals of an additional 2.5 hours per week. If you follow this plan, you MUST make - up the time within the payroll period that your timesheet is due.

**School Closures/ Delays**

When school is closed for the day or dismissed early due to inclement weather, all student extracurricular activities and athletic games and/or practices for the day will be canceled.

On days when school is delayed, student extracurricular activities, athletics games and/or practices may be canceled, held as normally scheduled, or alternatively scheduled. A delayed opening does **NOT** automatically cancel an event. This will be determined as necessary by the administration and/or other school personnel.

**Accident, Illness or Injury of a Student**

Since the school nurse is not here daily, it is important that the entire staff understand the procedure for handling injuries. Each teacher should follow proper protocol in reporting and caring for injured students. The health and safety of our students is the most important factor. The following governs our actions in case of sickness or injury to a student:

● A student’s accident or illness that occurs at school during school hours or at a school event, should be reported to an administrator, a teacher or coach in charge of the event, and to the parents as soon as possible.

● During regular hours the teacher, a student, or an available person should notify an administrator and the nurse (if available) by calling the front office.

● If a student is unconscious or seriously ill, state the following, “I have a medical emergency…a student is….”

● The front office will check for the nurse or call her. Take first aid measures if necessary until help arrives.

● The principal, assistant principal, trainer, or nurse will notify the parents. If they are unavailable, the teacher will call.

● Be sure remaining students are in the care of an adult.

● If an ambulance is needed, only the principal, assistant principal, trainer, or nurse should make the request. If they are unavailable, the teacher in charge should make the request. ● If parents are not reached, the teacher should use his/ her best judgment.

● It is the responsibility of the teacher to ensure the observation of a student who has been injured and who remains at school.

● Wear gloves when there is probable contact with bodily fluids.

● Because of legal and insurance implications, the teacher in charge is responsible for filling out an accident form and returning it to the office.

● It is disconcerting to have a parent call about an accident and administrators are not aware of the event. Document everything!

NOTE: It is important that we handle all student injuries or illnesses in the same manner in order to assure proper treatment and care and to avoid confusion. For additional information on types of emergencies, see the **Crisis Intervention Plan.**

**Medicine**

Wakefield High School discourages giving medication to students during the school day when medicine could be taken after school hours. Students are given medication during the school day only with attention to the regulations of this policy. The policy covers over-the-counter medication as well as prescription drugs including oral, topical, inhaled, or injected.

Students are discouraged from self-administering medication during the school day. Those who provide medication for other students will be disciplined. In accordance with WCPSS Board Policy, medications can only be distributed once a parent/guardian completes and submits a signed *Request for Medication to be Given During School Hours Form*. (This form documents a doctor’s permission to give medication

at school.) Forms may be found in the office. In addition, only the trained front office staff may distribute medication once the proper procedures have been followed.

**Exceptional Children (Special Education) Information EC Dept. Head: Carolyn Plunkett**

**cplunkett@wcpss.net**

**Educational Settings**

Students with disabilities who attend public schools are served across a variety of settings, and the law requires that they be educated in the **least restrictive** of these settings. At Wakefield, students with severe disabilities are most often served in a ***separate setting*** (most of the school day is spent with a special education teacher who uses a specialized curriculum). Students on the Extended Content Standards (ECS) receive a certificate of completion when leaving high school.

Students following the ***Occupational Course of Study Program*** (OCS) will receive a regular high school diploma. They follow a modified curriculum that prepares them for the working world after high school and are eligible for a diploma upon completion of academic and vocational experience requirements.

Students in the ***resource setting*** (at least two special education classes such as Curriculum Assistance each year) and *the* ***regular education*** setting (none or one special education class each year) follow the standard course of study and will receive a high school diploma.

Most special programs students are in the regular education setting. Some are served in the Home/Hospital setting when they are unable to come to school due to health or behavior problems, or when long-term suspended. ***Home/Hospital students receive*** instruction in their home or in a public place. The teacher of record for home/hospital students is required to provide instructional material to the home/hospital teacher as requested, on a regular basis and continue to communicate with the parent/student being taught.

\***All EC students must have an IEP (Individualized Educational Plan).**

**IEPs and Accommodations/Modifications**

IEPs list accommodations/modifications that special programs students should be provided within the classroom setting. **Accommodations** are changes to the way a student accesses a curriculum and do not change the standards (such as extended time for testing). **Modifications** alter the curriculum or test contents to lower standards as an alternate program that allows the student with a disability to participate at a different level (such as a modified curriculum for OCS students). Each special program student has a case manager who maintains his/her IEP. If you have a special programs student in your class, the case manager will be your best resource if you have questions about how accommodations or modifications should be provided. It is your responsibility to ensure that these

accommodations/modifications are offered. IEPs should be viewed by teachers for all students prior to the start of each semester. It is also important to stay in contact with the student’s case manager, particularly if a student requires changes to their IEP, or if accommodations and modifications are not

used regularly. Information about a students’ IEP is found in ECATS.

**To determine if students in your classes are in Special Programs and have IEPs:**

Students with IEPs are coded in PowerSchool with a yellow triangle with an exclamation point inside next to the student’s name. Teachers are responsible for viewing student IEPs in ECATS. An IEP Summary is available under the document tab in ECATS for each student. At the start of each semester, you will receive a blue folder with IEP At-A-Glance documents and 504 accommodation plans. Complete plans are viewable in ECATS. Should you receive a document for a student that is changed from your class, we ask that you return that document to the case manager.

**Providing Accommodations**

Typical accommodations that you will see include:

▪ **Extended Time** – Students have additional time to complete tests and quizzes (typically 50% extra time).

▪ **Separate Setting** – Students leave the room for tests to take them in a small group. This should also be provided for quizzes in most cases.

▪ **Read Aloud** – Students have the test read aloud to them. The student may require every word be read to them or read by request as indicated on their IEP.

▪ **Marks in Book** – Students can mark answers on the test, instead of a scantron. Some students who have this accommodation will write on the test but will also transfer their answers to the scantron. Determine this with the student before testing.

▪ **Preferential Seating** – This means the student requires special seating (i.e. front of the room, by the teacher, away from distractions, etc.).

▪ **Study Guides** – Before tests, the student should receive a study guide indicating the information that will be covered on the test.

▪ **Computer/Word Processor** – The student has the option to type written assignments on the computer instead of writing by hand. This would apply to in-class and homework assignments.

**Important Notes about Accommodations**

**→** If a student is not using accommodations, let the case manager know so this can be discussed at an IEP meeting. **Make a note on the test when a student refuses his/her accommodations.**

**→** According to Wake County guidelines, students must use accommodations for testing regularly to be able to use them on final exams or EOCs.

**Curriculum Assistance (CA) Class**

CA class is a course for which SPED students receive elective credit. The CA class supports students in special education by:

● providing instruction for test-taking, study skills, and organization;

● supporting academics and the remediation of basic skills;

● assisting with assignment completion, papers, and projects;

●providing direct, specialized instruction on skills identified in the students IEP.

**Co-taught Classes**

Some students with IEPs require extra assistance to get through requirements of EOC and non-EOC courses. In-class resources pair a SPED teacher with a regular education teacher in the classroom. The SPED teacher and the general ed teacher plan together and co-teach to fuse instructional strategies and ensure that modifications and accommodations in the IEP allow students below grade level to benefit from the class. Co-teaching partners are expected to complete the co-teacher expectation agreement at the start of each semester.

**Testing Lab**

This lab only accepts students with IEPs or 504 with separate settings as an accommodation as part of their plan. The testing lab is staffed each period by a member of the Exceptional Children’s department, or teacher coverage when EC staff cannot administer assessments. Testing locations are different each period and are available on the top of the Request Form, this information is detailed in the testing lab letter.

1. Teachers must send requests for the testing lab 24 hours in advance.

2. All requests for the testing lab are made through a Google Form

3. A separate form should be submitted for each student.

**IEP Meetings**

IEPs are reviewed once a year. A student’s eligibility is reviewed every 3 years. To be eligible, a student must have a documented disability and an IEP with specific, measurable goals. You will be asked to attend meetings. They are **not** optional; the law requires attendance of at least one regular ed teacher, a SPED teacher, and an LEA (a school system rep). For most students, it is necessary for only 1 regular ed teacher to attend. **Meetings are scheduled via Google Calendar. All invited team members are expected to reply via the Google Calendar invitation so the case manager can plan for a complete, legal IEP team in advance.**

**Preparing for the IEP Meeting**

Case managers will contact you with the time/date of an IEP meeting. RSVP quickly so they can reschedule or find another teacher. All invited team members should RSVP through the Google Calendar invitation. Regular education teachers are expected to keep minutes during all IEP meetings, unless otherwise assigned for special circumstances.

Please arrive at IEP meetings prepared to discuss the student’s progress. Since case managers may not have students on their caseload in class, the regular education teacher’s information is critical to writing

goals and assessing progress. **Be aware that any information you present is shared with the student and the parent.**

**SPED acronyms all teachers should know:**

BIP – Behavior Intervention Plan

BST – Behavior Support Teacher

AST – Autism Support Teacher

CA – Curriculum Assistance

ICR – In-Class Resource/Co-taught course

IEP – Individualized Education Plan

OCS – Occupational Course of Study

ECS – Extended Content Standards

AU SCOS - Autism Standard Course of Study/OCS, Regional Program

**Other Information by Topic**

**Bookkeeping/Accounting Procedures**

**The following is a summary of requirements; please see the bookkeeper if you have questions AND before you make any decisions that involve money.**

**Collection of Funds:** All funds received by a school employee (for deposit to the school’s Fund 6 account) must be receipted daily and delivered to the School Treasurer. The School Bookkeeper will receipt and deposit funds according to WCPSS policy, procedure and state law.

\*\*The collector of the funds must be a current WCPSS employee\*\*

NOTE: Funds collected for purposes outside of Fund 6 (or another approved fund from WCPSS) must be recorded by a booster organization or PTSA. Your School Treasurer will advise you in those instances.

**COLLECTOR:** Teacher, Instructional Assistant, or other WCPSS employee

**Individual receipts of $20.01 or more**: Form 1814 receipt required

Collect money from payer (student, parent, etc.).

Complete receipt from teacher receipt book, indicating cash or check (check number and amount) Give white copy of receipt to payer

Retain duplicate (yellow copy) in receipt book as a record of transaction. The duplicate copy should be an exact impression of the original receipt.

**NOTE**: If a receipt is voided, *both* copies must be retained in receipt book. VOID should be written across receipt.

**DO NOT LEAVE ANY MONEY IN YOUR DESK OR IN YOUR ROOM. Funds exceeding $250.00 must be turned in to Ms. Modesto or if it’s the last day of the month.**

DO NOT PAY FOR ANY ITEMS OUT OF COLLECTED FUNDS! Under no circumstances should a banking account be opened in the school name for a group.

**Check Request:** Two weeks’ notice is required for checks written from the WHS checking account. Club sponsors must fill out a check request, being sure to sign and provide an explanation of expenses and any required receipts or invoices.

**Purchasing**: Before making any purchase, a signed purchase order must be submitted to Ms. Andrade-Modesto for Mr. Bazzell’s prior approval. The school will not be responsible for payment of any items purchased without a requisition (P.O.) properly signed in advance by the principal.

**Money Box, Tickets:** All tickets and funds regarding the sale of tickets for any event must come through Ms. Andrade-Modesto’s office and be deposited in the school’s account. Each ticket must be accounted for!! The office does not have start-up funds for sale of tickets for events. Ticket requests must be made 1 week prior to the event.

**Purchasing Card**: A purchasing card may be issued to a staff member with prior approval (email) from the Department Chair. Any staff members utilizing the purchasing card must have a signed P-Card user agreement on file with the bookkeeper. Per the Finance Manual, the purchasing card may not be kept overnight. Purchases under 2,499.00 do not require a purchase order.

**Insurance Collection**: Students may be given both dental and accident insurance brochures with instructions if they wish to purchase insurance. Students participating in any of the following courses or activities must have school insurance or have their parents sign an insurance waiver form: athletics, intramurals, marching band, field trips or other off-campus events.

**Bulletin Boards**

Bulletin boards are located throughout school. Note the following regarding the use of bulletin boards**:** ● Departments, honor societies, clubs and organizations are assigned bulletin boards based on a lottery system.

● Clubs or organizations may apply for a bulletin board by emailing jfloyd3@wcpss.net by **9/1**. Boards will be assigned within the next week.

● **Bulletin boards must be posted before Meet The Teacher Night.**

● If assigned a bulletin board, keep it neat and presentable at all times.

● Bulletin boards must be changed at least once per semester. Should you fail to keep up your assigned bulletin board, it will be reassigned.

● There should be no items posted, taped, or otherwise affixed to the painted walls found in the hallways or stairwells.

● Items found posted on painted walls in the academic hallways will be removed, and the appropriate clubs or organizations may be fined a *minimum* of $5 per offense.

● Items may be affixed and posted to the cork strips located in each hallway, any unpainted walls, and the walls in the Commons Area.

● Any item posted in the Commons Area or on a general usage bulletin board must be cleared through Jameil Floyd to be marked with an “Up” date and “Down” date.

● Items posted must be removed by the “Down” date, or the offending organization may be fined. 45

● Anything posted in the school must only be used to support WHS.

● No soliciting by outside vendors is allowed.

**Care of School Property**

Care of the school building and school equipment is the responsibility of all personnel. Proper attention and care is needed to assure that students do not damage or destroy property. A feeling of school spirit, school pride, and a desire to keep the school attractive should be among the aims of the faculty.

The first impression a visitor receives of our school is based on its physical condition. Cleanliness and orderliness are essential. Teachers should encourage and cooperate with students to make rooms attractive. Do not put any decoration or covering on doors or windows.

Teachers should see that all paper and trash dropped on the floor is removed before they leave each period. Encouraging students to assist in keeping the corridors and grounds clean and attractive is desired. Dry erase boards should be cleared at the end of the school day unless the material is to be used the next day. Custodians do not clean boards. Desk drawers and bookcases should be kept clean and neat. Do not keep old papers, etc. lying around.

Windows and doors on all floors are to be closed and locked at the end of the day. Blinds should be lowered and leveled before leaving. Vandalism is costly — to teachers, parents and eventually to students. Please stress this to your pupils. Each staff member is asked to make every effort to secure his/her area.

**Class Rosters**

Students whose names do not appear on the class roster should not be admitted to class unless they have an "add form or note" from one of the counselors or administrators. **Students are not to be dropped or added to any class without official notification.** If a student stops attending class without authorization, report this to the student’s administrator.

**Collaborative Space Norms and Expectations**

WHS is pleased to have two collaborative hall areas for teachers to use with their classes. One is located in the 300 locker bay area, and another is located in the 2300 locker bay.

As you use the collaborative spaces, please adhere to the following expectations:

● The collaborative areas are to be used as learning centers.

● Sign up in the media center to reserve use of a collaborative space.

● Leave the area neat, clean, and ready for the next class to use.

● Please be respectful of classes near the spaces and maintain an appropriate, productive noise level.

● Collaborative spaces are not time-out areas; please do not send students to the area for behavioral interventions or consequences.

● WHS and the teacher’s classroom expectations extend to the collaborative space. ● All policies regarding electronic equipment will apply to the collaborative areas. Students working in the collaborative space must be provided a pass, identifying

students by name. 15/15 rule applies to students using the collaborative learning

spaces. Students who are not able to demonstrate the ability to work independently in the collaborative space will be sent back to the teachers classroom.

**Copying**

● Teachers use the copiers in faculty workrooms. Allotments will be programmed into copiers at the beginning of the year.

● Staff use their employee ID as their copy code and will be issued a copy allowance. See Heather Lee or Jason Lee to set up copy allowances with your WCPSS badge.

● Copy codes for approved clubs, etc. will be issued as needed.

● Copy allotments will be programmed on main campus copy center machines and on machines in various workrooms.

● Staff members are to use their individual codes for copying.

● Report technical problems with a copier to the administrator who oversees copying.

● No students are allowed in the staff workrooms.

**Courier Mail**

In-system mail is delivered multiple times per week. Teacher mail will be placed in boxes.

**Facility Use**

Contact Ms. Cain or Mr. Jason Lee regarding the use of Wakefield facilities for **any** events. This includes in-house activities such as induction ceremonies, club fundraisers, and PTSA meetings or community activities such as dance recitals and concerts. The *In-House Facility Request Form* is located on the school website. Community activities must be booked through the Community Schools Program. This is a different form and there is a fee for renting space on campus. Groups interested in using space at Wakefield can contact Mr. Jason Lee. Please submit forms 2 weeks prior to the event. Clubs or groups are never to schedule activities on Sunday. Prior written approval from an administrator must be received before a club plans an activity involving weekend or overnight stay.

**Faculty Committees**

NOTE: Each staff member is required to serve on a committee. During the 1st week of school staff members will be notified of their assigned committee. This information is compiled, and staff will be notified of final committee selections. Committee Chairs will communicate activities back to the Leadership Team.

SIP Committees: Goals are being reviewed and updated September 2024.

1.07 PBIS Committee (Floyd)-By June 2022, the percentage of 9th grade referrals (41.5%) will decrease to become proportionate with other grade levels.

1.03 The School Culture Committee (Cain)-Monitors the culture of the school by reviewing data 47

sources such as staff surveys. Further, the team assists with the implementation of building activities and collegiality throughout the school year.

2.04 Standards Aligned Units (?AP)-Develop 21-22 PLT cycle based around the creation of digital portfolio submissions (performance task) and CFA assessments as well as responding to that data while capturing growth.

1.06 School Regularly Communicates with Parents/Guardians (Cummings) about its expectations. Will streamline and increase the communication Wakefield High makes with its stakeholders.

4.06 Social Emotional (Reid)-Committee will work to define and implement student services role in the “Core”, as well as intervention

4.01 Tier 2 Academic Intervention (Acrey)-By June 2022, formative and summative academic data entry and exit criteria for Tier II interventions will be defined to capture 15-25% of our total school population; in order to develop and implement Tier 2 academic intervention services.

Faculty Committees:

GRADUATION & SENIOR ACTIVITIES (Mr. Floyd) is a committee with two purposes. First, this committee represents the heart-and-soul of the Class of 2026 from coordinating all senior activities to the finale (graduation).

MENTOR TO BEGINNING TEACHERS (Ms. Stiles/Mr. Floyd) – Mentors must be trained and approved by Ms. Stiles and Mr. Floyd. They will work during the year to assist beginning teachers with their adjustment to Wakefield as well as BT teaching and evaluation requirements.

FACULTY COUNCIL (Mr. Bazzell)-The Wakefield High School Faculty Council will determine consequences for all WHS honor societies in all cases for which a member of any society has had a loss of personal honor due to a disciplinary infraction. Major disciplinary infractions concerning the Faculty Council include:

• Breaches of the WCPSS Code of Student Conduct that result in out of school suspension • All WHS Honor Code violations including but not limited to academic violations such as cheating, plagiarism, misrepresentation & falsification

CAP, Climate Action and Practice (Ms. Colón). The purpose of the Equity Team is to enhance, build on, and improve the school’s past and current efforts to ensure academic success for all students by closing opportunity gaps for students, providing culturally proficient teaching and learning practices, and ensuring equitable and inclusive environments for all students, families, staff, and community partners with an intentional equity-focused lens.

Additional Committees for 25-26 School Year

Lever 1 (Cummings and Colon) - Standard-Aligned Instruction Committee - This committee will focus on continuous improvement as it relates to the creation of standard aligned units, instruction, and CFA alignment. It will focus on the overall improvement of school academic growth and overall proficiency as it relates to the overall School Improvement goals and plans.

Lever 2 (Floyd and Davenport) - High Impact Strategies Committee - This committee will focus on building capacity around high-impact strategies that will increase effective instruction. It will work on creating resources and the design and delivery of professional development regarding high-impact strategies and will build on the work from Spring 2025’s PD.

Lever 3 (Reid ) Student Wellbeing and Resilience- This committee will focus on promoting a positive classroom climate through clarity on routines and procedures. It will work to identify current SEL resources available and how to deliver content. Based on student data, we will create curriculum resources specific to our school needs.

COMMITTEE LEADERS’ RESPONSIBILITIES

● Preside over meetings held at least once per month.

● Work with members to identify goals and responsibilities under the jurisdiction of the committee including ongoing duties as well as new initiatives. (The SIP goals & strategies are a good place to start.)

● Oversee the formation of subcommittees and division of duties so committee functions are accomplished, and the workload is shared.

● Oversee maintenance of records, attendance, artifacts, and other documentation generated by the committee.

**Faculty Mailboxes**

Each staff member has a box assigned in the faculty workroom. We recommend you check your box in the morning and again during lunch, or at the end of the day. Students should not be sent to retrieve the contents of mailboxes.

**Field Trips**

**Field Trip Committee Members**

| **Name** | **Role** |
| --- | --- |
| Catina Cain | Admin, Field Trips |
| Vianka Andrade-Modesto | Bookkeeper |
| Heather Lee | Lead Secretary |
| Nicole Lane | Nurse |
| Starlynn Evans | Attendance Clerk |

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| Stephanie Meyer | Student Services Clerk |
| --- | --- |
| Sarah Joyner | Career Development Coordinator |

**Field Trips Guidelines and Procedures**

Field trips must be approved, be of an educational nature, pertain to specific elements of the curriculum, and be integrated into the curriculum. Field trips should be planned well in advance. **School-sponsored field trips are under the supervision of a WCPSS staff member until the trip has concluded.** A separate field trip packet is available with all forms and information at Wake Connect.

**Deadlines:**

| Committee Review Dates | September 4  September 11  September 18  September 25  October 2  October 9  October 16  October 23  January 29  February 5  February 12  February 19  February 26  March 5 |
| --- | --- |
| Field Trip Requests Due (Semester 2, included) | October 23, 2024 |
| Last Day of Field Trips - Semester 1  Finalize 2nd Semester Field Trip Dates | December 19, 2024  March 5, 2025 |
| Last Day of Field Trips - Semester 2 | May 16, 2025 |

**Guidelines:**

1. All field trips will take place prior May 16, 2026. Teachers are required to inform the Admin for Field Trips by October 23, 2025, of any field trip anticipated during the year, including the approximate week of 2nd semester field trips even if the exact date is unknown. The request will be made official through the submission of form **1713c**, which should include a **detailed itinerary** that includes the place or places to be visited, a daily schedule of all activities, and the dates, times and places of departure and return with Google Map. Safety/medical plan **(Form 1713f)** must be submitted with Form 1713c to be considered by the committee.

2. Please note that teachers are required to carry a red bag with them on field trips. **DO NOT take the classroom red bag**. A special field trip red bag will need to be requested, but teachers will need to print a classroom roster or field trip roster.

3. The field trip committee will meet per the established schedule, to approve field trips according to current WCPSS policy. The final 2nd semester field trip dates need to be received by March 5, 2025 and all field trips concluded before final exams with minor exceptions.

***4. ALL trips that are more than 125 miles one way and/or overnight, water related activities, amusement park visits, need prior Area Superintendent approval. For trips that require Area Superintendent approval, the trip must be approved by the Area Superintendent PRIOR to information going home to students.***

5. Students will be assessed a charge or fee to cover a substitute, as well as transportation, and/or admission costs of a school trip. However, teachers must have a plan to ensure that no student is excluded from a field trip for financial reasons.

6. The teacher must submit copies of a complete final itinerary to the Lead Secretary well before the trip (30 days) is undertaken with appropriate phone numbers of chaperones and copies of all students’ approved parental permission documents with location of signed originals, and any transportation contract information. All volunteers should be approved through the Volunteer Management system. Volunteer approvals are valid from July 1st until June 30th of each year. At the end of each school year volunteers will go through a reactivation process. This will include logging into their volunteer account and updating any informational changes.

7. Final preparations for field trips should not be made until approval has been obtained from either the Principal, his designee, and when necessary from the Board of Education.

8. All field trips require that parental consent forms be completed for all students and kept on file by the teacher involved and a copy with the Lead Secretary.

9. International trips take up to 4-5 months to gain Board Approval.

10. Please print the following forms from WakeConnect:

a. **1713-C** SCHOOL TRIP APPROVAL

b. **1713-F** SCHOOL TRIP SAFETY AND MEDICAL PLAN

c. **1713-A** SCHOOL TRIP PARENTAL CONSENT

d. **1713-B** SCHOOL TRIP NOTICE TO VOLUNTEER PARENT / ADULT DRIVER (if applicable)

**Post Approval:**

1. Thirty (30) days prior to the field trip permission forms must be turned in to the Lead Secretary, including medical approval for the School Nurse.

2. Please ensure that if you will need coverage in your classroom that you have submitted a leave request form and worked with the Lead Secretary to secure coverage including determining who will pay for your sub (CTE will need to submit additional forms).

3. Field Trip sponsor is responsible for securing transportation.

4. When you travel with students, please ensure that you have copies of the signed permission forms for all students attending the field trip.

● Schools must follow Medication and/or Medical Assistance Guidelines on all field trips   
● Principals will inform Area Superintendents should they have any athletic event be outside of 125 miles one way, or out of state/overnight, for example, state playoff games. These are not being submitted for a review for approval by the Area Superintendents, rather, they will be for information purposes only.

**Please see sample field trip packet (click HERE) and the Checklist on the next page. Field Trip Checklist**

❏ School Trip Request Form **1713c**

❏ School Trip Safety and Medical Plan **1713f**:

❏ Supervision plan outlined Chaperones approved through the WCPSS volunteer system and their duties outlined

❏ Chaperone duties

❏ Health plan/medical information: who will be in possession of health plans, medical information, distribute medications to students, and account for the parent permission forms. ❏ For out of state trips, School Sponsor should provide to the School Nurse the destination, trip itinerary and copies of form 1713a for any student requiring medication or medical assistance 30 days in advance.

❏ Detailed Itinerary include all stops

❏ Google (or MapQuest) Maps with Wakefield HS as starting and returning location ❏ Parental Consent & Student Medical Information for School Trips Form **1713a** ❏ **Leave Request (ensure you have classroom coverage)**

❏ Field Trip Roster (Attendees)

❏ Transportation Information Request with map and directions to order buses (if applicable) ❏ Field Trip Worksheet to calculate cost

❏ Notice to Volunteer Drivers (**1713b**), if applicable

❏ OSP Activity Setup Form, if applicable

❏ Medication and/or Medical Assistance Guidelines

**Field Trip Transportation**

● White activity buses hold 50 students; green buses hold - 36. In addition, the minibus hold 14 students and a faculty member can drive. **Consider student accessibility needs during planning (Ex. Is there a need for a lift bus in order for all students to**

**participate)**

● If a driver is needed, the request must be indicated on the form.

● Keys for any bus must be picked up from Coach.

● Teachers and chaperones are required to manage students on buses.

● It is the teacher’s responsibility to provide travel directions.

● If a problem concerning a driver arises, contact Brandon Johnson, Transportation Team Leader at 919.562.3540.

**Fundraising**

Wakefield HS operates in accordance with the following board policies:

● 6830.2 We hold 1 school wide fundraiser a year.

● 6830.3 Each grade of a high school is permitted to hold one fundraising activity per school year. (Operated through class councils.)

● 6830.4 Each high school student council shall be permitted one fundraising activity per school year in addition to the schoolwide event (6830.2) and in addition to individual grade fundraising activities (6830.3). The proceeds of the schoolwide event shall be allocated to approved school clubs and organizations by the school or student council with the approval of the principal.

● Individual clubs may not fundraise. Instead, contact the SGA Advisor with a request to access SGA funds.

**Instructional Planning**

The instructional program at WHS is based on rigorous standards that define accomplished teaching. A teacher’s knowledge and skills are necessary for good classroom instruction. The key to successful instruction is an understanding of content and an ability to create learning experiences that make subjects meaningful for students. The teacher plans instruction that prepares each student to become a responsible and productive citizen.

All teachers are expected to develop long-range plans for classroom instruction per 9 weeks. Teachers should use Department, PLC, and Cross Curricular meetings to share best practices, discuss and plan topics, concepts, activities, and tests. Daily lesson plans should be available for review. Objectives should be cited in plans. In cases where teacher instruction is less than satisfactory, teachers may be required to present detailed plans to an administrator.

**Keys**

All staff members need to make a special effort to avoid misplacing room keys. When a key is lost, it is expensive to replace, in addition to the loss in security. Inform Ms. Lee if you "misplace" your keys. She will issue keys at the beginning of the school year to all staff.

**Lockers**

Available upon request.

**Mail**

The U.S. Postal Service picks up and delivers mail daily. A wooden mailbox is located in the front office. A wooden box is also there for Courier Mail.

**Media Center** .

Hours of Operation

Monday & Friday 6:55 am - 2:30 pm

Tuesday - Thursday: 6:55 am - 3:00 pm

Scheduling Media Center Space/Use of the Media Center

The media center schedule can be found on the [library's website](https://sites.google.com/wcpss.net/whs-virtual-library/faculty). Classes are able to reserve space by submitting a request through the google form, which is also found on the website, or by emailing both media coordinators.

**Please note:** The media center asks that you limit the number of unsupervised small groups and individual students you send to the media center. This should be a once in a while occurrence and not a daily or even weekly thing. Please call \*0101 BEFORE sending students down.

Check-Outs

● Fiction, Non-fiction, and Reference titles are checked out for a 3-week period.

● Digital books and articles can be found on the research databases. See the Library Learning Commons website for details.

Resources

The Media Center information resources include hardcopy books and periodicals, videotapes/DVDs, and online subscriptions to databases, and e-books. Students and staff can also find web tools and other applications through the Library Learning Commons website: https://sites.google.com/wcpss.net/whs virtual-library/home

The Media Staff is responsible for equipment inventory and maintenance. All equipment is received and circulated through the Media Center.

Faculty Specific Resources

Faculty Specific Resources included media center space requests and technology guides are located on the faculty page of the Library Learning Commons website: https://sites.google.com/wcpss.net/whs virtual-library/faculty. We recommend that staff members bookmark this page and it is not linked on the navigation bar or the Library Learning Commons website. It can also be located by typing "Faculty" in the search bar at the top of the webpage.

Technology Equipment

The Media Staff is responsible for equipment inventory and maintenance. All equipment is received and circulated through the Media Center.

Online Search

It is possible to electronically search the Media Center’s resources online by clicking on the Follett icon on the WakeID Portal.

Collection Development

● The Media Center follows the policies as outlined by the Wake County Public School System Policy #5410.

● Materials are selected to support the NC Standard Course of Study, the Common Core, and NC Essential Standards. As funds allow, materials are also added to support leisure interests and reading for pleasure.

● Media Coordinators regularly contact teachers for input regarding additions to the collection. Faculty and staff may make recommendations for purchase at any time; however, the earlier in the school year, the better.

● Media Coordinators consult standard review sources during the selection process.

● Periodicals are available online through the subscription database services. Some periodicals are available in hard copy. Some are provided by NCDPI and WCPSS Media Services. As monies allow, WHS subscribes to databases which are evaluated based on usage and faculty input. They can be accessed through the school website.

● The Media/Technology Advisory Committee updates the Technology Plan and provides direction for equipment purchases.

Equipment Assigned to Classrooms (Including Printers)

Please do not move equipment to another room. Items are checked out by room numbers: computers and printers are configured on the network accordingly. We also maintain a room by room inventory for the central office.

Copyright Laws and the Use of Videotapes

The Media Center has a video collection available which supports the curriculum.

● Teachers are responsible for previewing videos and integrating them into lesson plans. Public performance rights are not available on most videos owned by WHS. That means videos may not be used as entertainment, reward, or time fillers.

● Prior approval forms completed by the teacher and submitted to Mr. Cummings are required for use of rental videos, for videos brought in by the teacher, and for the use of commercial programs taped at home or school. Prior approval forms may be picked up in the Media Center.

● School policy states that R-rated videos are not to be shown at school.

● Showing a PG-13 movie requires signed parent permission.

● Teachers are responsible for sending letters advising parents of a movie’s rating and content and providing details of the movie’s relevance to the course of study. There are many online resources that outline specific content. It is encouraged that teachers use these resources to provide information to parents.

● Illegal duplication of videos is not permitted on school equipment.

Test Scanners

Test Scantron machines are located in the Media Center and in the 3305 workroom on main campus. Blank bubble sheets are available from Department Chairpersons. The Media Center Staff may be able to assist teachers needing help using the Scantron machines located in the Media Center.

The Computer Network

Wifi for staff: Lunenburg (password required). Wifi for students and visitors: WCPSSGuest (no password required)

Computer Problems

Email computer issues to John Smith at jsmith6@wcpss.net and Joyce Deaton at jdeaton@wcpss.net. Please include the room number, model number, serial number, and computer name for computers. Send the model and serial number for other equipment. You must note the specific nature of the problem. Many of these calls are forwarded to Technology Services and a technician is sent to the campus to fix hardware and software issues. Please report problems promptly.

Internet Use

● An Employee Acceptable Use Policy Agreement Form must be signed by employees each year as a condition of employment. (Board Policy 3225) All students have internet access at school unless the parent signs a Request to Deny Access Form. It is the responsibility of staff members to assist in monitoring student internet use. WCPSS screens out objectionable websites; however, the process is not infallible. Report the URL of objectionable sites accessible on the network to the Media Center. Likewise report the URL of web sites suspected of being blocked in error. These can be reinstated.

● WCPSS and WHS subscribe to a number of online reference services which can be accessed off campus as well. Details on remote access are available on the Media Center page of the school website under Research. (Scroll to the bottom.) The password wolverines provides 24/7 access to all subscription service URLs and logins.

● All WCPSS employees receive Outlook email accounts. Initial passwords in Outlook will be provided. New employees will be notified of their accounts as soon as HR at the Central Office creates them. There is a public mail group for sending mass emails: wakefieldhsall@wcpss.net Student email

Students are required by WCPSS to use a Student Outlook email account. Their username and password is the same for their Wake ID which allows access to Canvas and Google. At the beginning of the school year staff and students receive additional information regarding Student Logon and password information.

Contested Materials

Occasionally a parent objects to materials (books, videos, etc.) despite the care given to the selection process. In the event materials are challenged, notify the principal and a media specialist. The Technology Advisory Committee will follow a well-defined process when materials are contested.

Wakefield HS School Website

Our school website is http://wakefieldhs.wcpss.net. School calendars are maintained on the website. The website is a primary means of communication for our school and includes department information, current school news and information, forms for download, links to school related activities, and much more. If you wish to post information to the website, please complete the Google form which is linked from the Staff Page of the WHS website and also is available here: http://goo.gl/forms/wf2dyunCK1 Postings are usually in place within 24 hours. Teachers and staff are encouraged to make use of the website. Also, please advise if you notice out of date information or any other inaccuracies. We appreciate your input.

**Parking**

**Parking for Staff**

Staff members are given a numbered parking decal; they have assigned spaces in the staff lot. Parking decals must be displayed from the inside mirror. Staff should instruct substitutes to park in their personal spaces. See Ms. Lee if you have questions about faculty parking.

**Parking for Students**

Students' parking spaces are located in the student lot. Students wishing to park on campus can purchase an assigned space for $200 a year. Any vehicles parked on campus must be registered. If parked illegally, cars will be ticketed and/ or towed.

**Parking Areas**

All parking spaces are marked with white numbers. Parking decal numbers correspond with the number marked on the space. **ALL DECALS, FACULTY AND STUDENT, MUST BE DISPLAYED IN CARS.** Any problems with parking are to be reported to Mr. Harris.

● No students are to be in the parking lot during the school day without authorization from administration. Security will be checking the building and parking lots during lunch.   
● Students may not park in the bus or staff lots at any time. Students involved in after-school activities should park in the student lot and only in designated areas behind the school.   
● Driving behind the school during the school day is not permitted.

● A security guard patrols the student parking lot and inside the main building from 7AM – 4:30 PM.

● Information regarding parking regulations, fines and penalties for may be accessed on the school website.

**Room Expectations**

**Room Appearance**

A classroom conducive to learning is orderly in design, energetic in nature, and adaptive to all learning styles. Students should refrain from eating or drinking in class. Teachers should model this behavior.

**Room Sharing Expectations**

All classrooms are shared learning spaces for the benefit of students at Wakefield High School. Teachers are assigned rooms by teaching period. Teachers are expected to accommodate each other as we teach and learn together.

Specific expectations are:

• Model respectful and professional behaviors for sharing classroom space.

• Meet with the person with whom you are sharing a space prior to the first day of school to establish shared spaces and procedures for how the room will be used.

• Establish equitable practices for the use of technology devices in the classroom space. • Create workspaces (preferably separate teacher desks) that accommodate all teachers in the space equitably.

• Limit personal decoration of the space. The space should reflect the learning of students. • Reduce clutter in order to maximize learning space for the students.

• Create shared spaces for needed instructional areas (ie, space for classroom materials, places to pick up and submit assignments, spaces for student belongings, etc).

• Create shared procedures for the sharing of projectors and other classroom technology. • Teachers on planning should find space to work in the closest Staff Workroom or other spaces. Teachers should not expect to work in a shared classroom while another teacher is teaching in that space.

**Smoke-Free Workplace**

A smoke-free workplace environment policy for the Wake County Public School System is in effect. The Board of Education believes employees and students of the system have a right to work and study in a smoke-free environment. To that end, the Board requires that efforts be made by all employees to ensure such an environment. As pertaining to smoking, employees of the system should act as role models for students as part of the health education curriculum. **SMOKING, OR USE OF ANY TOBACCO PRODUCT, IS PROHIBITED ON SCHOOL CAMPUSES.**

**Supplies**

Most supplies are issued by department chairs. Persons needing supplies should see their department chairs or administrator in charge of their department.

**Substitute Folder**

All teachers are required to have an up-to-date substitute folder hanging in their classroom. Substitute folders will be checked by the department chair. Items for this folder include the following:

● Attendance information and procedures

● Parking information

● Daily schedule with a student leader for each class

● Seating chart for each class

● Attendance procedures

● Discipline policy, rules and procedures

● Duty assignments

● Disaster drill and fire alarm plan for your classroom

● Necessary forms and passes

● Name of department chair, rm. #, aides, administrators who can assist

● One generic lesson plan for each course taught

● Information you feel will be helpful

If a substitute has not been secured, peer coverage occurs for the absent teacher. Coverage is arranged by the front desk receptionist.

**Supervision of Students**

Students should never be left unattended in the classroom or on school grounds. The teacher is responsible for the behavior and safety of all students directly under his/her supervision. In no instance should a student be put out of a classroom unattended. In an emergency when the teacher must leave the classroom, every effort should be made to provide supervision.

**Supervision after School**

● Teachers & coaches holding after-school activities are responsible for each student until he or she is accounted for by a parent.

● Students are not allowed to wander inside or outside the building.

● A parent assumes responsibility after picking up the child.

● The supervising teacher is responsible for students who fail to make arrangements for pick-up and must wait for parents.

● Do not leave campus until all students are accounted for. If there is an emergency and you need to leave before your students, you MUST INFORM AN ADMINISTRATOR AND MAKE ARRANGEMENTS FOR THE STUDENT(S).

**Supervision in Assemblies**

Assemblies are an important extension of the classroom experience. They are varied in nature and require special planning and cooperation. Class meetings, election speeches, cultural arts experiences, awards presentations, and other special events may necessitate an assembly. **Teachers must accompany students to assemblies and remain with their students in order to monitor attendance and behavior**. Teachers will receive instructions prior to an assembly for entering, seating, and exiting the assembly.

**Supervision in Hallways**

● Students will be returned to the classroom from which they are assigned if found walking in the halls without a pass.

● Students are not permitted in the hallways during class unless they are accompanied by a staff member or have a pass.

● Teachers are expected to be in the hallways outside their classrooms between classes monitoring ALL students

● If you do not know a student and that student refuses to tell you his/her name, remember distinguishing traits and report to an administrator.

● **Teachers should have students use a Common Pass if they leave the classroom. Each teacher will be issued a book of Common Passes and Bathroom Passes this year.**

**Supervision in Restrooms**

Teachers should not permit students to leave class to go to the restroom unless absolutely necessary. If permission is given to the student, the teacher must give the student a pass. Faculty members should assume responsibility for sharing in restroom supervision during class changes. Teachers should not

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facilitate whole-class restroom breaks during allocated classroom time.

**WCPSS Employee Expectations (Highlights)**

**CODE OF ETHICS and STANDARDS OF CONDUCT (2305, 3005, 4005)**

All school system employees hold positions of public trust; they are responsible for the education of students and also serve as examples and role models to students. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school system, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees. Employee conduct should be such as to protect both the person’s integrity and/or reputation and that of the school system. An unswerving commitment to honorable behavior by each and every employee is expected. Integrity can accommodate the inadvertent error and the honest difference of opinion; it cannot accommodate deceit or subordination of principle.

Employees shall perform their jobs in a competent and ethical manner without violating public trust or applicable law, policies, and regulations. It is not practical or possible to enumerate all of the situations that might fall under the guidelines of this policy. In addition to other policies, regulations, and approved practices that have been established covering specific areas of activity, (such as purchasing), the absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times. Failure to comply with this policy will result in disciplinary action up to and including dismissal.

**EMPLOYEE DRESS AND APPEARANCE (7340 - New)**

All faculty and employees of the Wake County Public School System serve as role models for the students with whom they work and as leaders in the community. Therefore, all personnel will be professionally, neatly and appropriately attired for the work to be done. An employee’s dress must not disrupt or distract from the educational process or work environment and must be in accordance with health and safety standards. Additionally, employees should be mindful of other employees and students who have sensitivities or allergies to scents and should limit perfume, lotions, cologne, air fresheners or other items with strong scents.

Any guidelines for appropriate employee dress and appearance: (1) must be gender-neutral and non-discriminatory; (2) must permit protective, natural, or or cultural hairstyles, including but not limited to such hairstyles as braids, dreadlocks, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps; (3) may authorize deviations from the guidelines for employees performing specialized duties that require a different form of dress; (4) must comply with any health and safety guidelines for specific positions; and (5) must provide a process for offering reasonable accommodations when required by law.

The principal or department supervisors may develop additional specific dress or appearance requirements for each school or department. Administrative and supervisory personnel shall encourage and expect employees to dress in accordance with the Board’s expectations.

An employee’s supervisor will make an initial determination of whether an employee’s dress or

appearance is inappropriate. In making this determination, the supervisor will consider the following factors:

● The nature of the work;

● Whether the dress is consistent with a professional environment;

● Health and safety factors;

● The nature of the employee’s public contact;

● The employee’s interaction with students; and

● Any properly established guidelines for dress and appearance.

If the supervisor determines that the employee’s dress or appearance violates the established guidelines or is hazardous to the health or safety of the employee, fellow employees, or students, the supervisor shall counsel the employee regarding attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change attire. Any failure to follow the supervisor’s directive and/or blatant or repeated violations of this policy will subject the employee to disciplinary action, up to and including dismissal.

**Section 3: Student Expectations**

**Student Attendance Procedures and Policies**

Attendance is taken very seriously at Wakefield High School. There is a high correlation between attendance and achievement, and regular attendance is crucial to student success. WHS will maintain accurate attendance information and will share this information with parents and students. It is extremely important for parents and students to closely monitor and document absences. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the state between the ages of 7 (or younger if enrolled) and 16 attend school.

To be counted present a student must be in attendance at least one-half of the school day (2 periods). This will include attendance at official school activities at a place other than school with the approval of the principal.

Attendance must be taken each day of the school year.

**Instructional Days**

**On-Site Instruction Days**

On-site instruction days take place with students attending class at a physical school building. To be counted present during on-site instruction days a student must be in attendance at least one-half of the student school day. This shall include attendance at official school activities at a place other than school with the approval of the principal. A student shall be in his/her assigned area at the beginning of the school day and the beginning of each class or be recorded as tardy.

**Absences**

**Excused Absences:**

Excused Absences are defined by the WCPSS School Board Policy #6000.3 as:

illness or injury which makes the student physically unable to attend school.

● isolation ordered by the State Board of Health or the Wake County Health Department. ● death in the immediate family (including, but not necessarily limited to parents/guardians, siblings, and grandparents)

● medical, dental, or other appointment with a health care provider for the student or for a child for whom the student is the parent.

● Attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness.

● Observance of an event required or suggested by the religion of the student or the student’s parent(s)/guardians

● participation in a valid educational opportunity, such as travel or service as a legislative or Governor’s page or college visit, with prior approval from the principal

● Pregnancy and related conditions or parenting, when medically necessary

● Visitation with the student’s parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting

● On a Remote Instruction day, a temporary technology issue that prevents the student from logging on and/or accessing instruction. In addition to providing a written excuse following the return from absence,

○ If a student has an issue with his/her/their technological device that prevents the student from accessing instruction, the student's parent or guardian must submit a ticket to the WCPSS Help Desk and contact the student’s teacher or attendance office within 48 hours of the absence in order for the absence to be excused.

○ If a student is temporarily unable to access the internet, the student’s parent or guardian must communicate that information within 48 hours to the student’s teacher and

attendance office in order for the absence to be excused.

Excuse Notes must include the following:

● Student’s name – first and last – no nicknames

● Date(s) absent

● Time leaving school

● Reason for leaving

● Parent/Guardian signature

● Home and work phone numbers of parents

Notes must be brought to the Attendance Office within two (2) days of returning from the absence and presented BEFORE the start of first period or during lunch. Absences not documented within two (2)

days will be classified as unexcused, as mandated by School Board Policy 6000.4. Absence notes will not be accepted via fax or email. Students who were absent from school the previous school day and have a note must report to the attendance office before school from 7:05–7:20 or during lunch.

**Unexcused Absences**

Absences such as oversleeping, missing the bus, traffic, car trouble, or absent from class without permission are unexcused. Following an unexcused absence, work can be completed for full credit provided the student attends a remediation session to complete assignments. Absences resulting from suspensions are unexcused and the same make-up policy applies.

**Educational Leave**

An educational leave form (Form 1710) must be completed and approved for a student to be excused for educational reasons. This form is available on our school website. All teachers must sign this form prior to it being submitted. It must accompany a 300-word essay regarding the educational value of the absence. All paperwork MUST be turned in at least three (3) school days prior to the documented absence.

**College Visits**

Juniors and Seniors may take school days to visit colleges. Juniors are provided one day per semester, and seniors are provided two days per semester. When taking these days students do not need to submit an educational leave form. For the absence to be excused the student must submit verification that they were on the college campus within two days of the visit. Acceptable verification can be a validated parking pass or verification of the visit on university letterhead. Brochures of the college will **not** be accepted as verification.

**Checking In & Out**

**Check-In**

Students arriving to school after 7:35 AM must sign in at the Attendance Office and receive an Admittance Slip. This slip should be shown to every teacher whose class was missed. Habitually late students will receive disciplinary consequences and may lose parking privileges and/or off-campus lunch privileges. Students who arrive after 8:04 M-TH should report to the Attendance Office. On Friday, students who arrive after 8:08 should report to the Attendance Office.

**Check Out: With Note**

A student who needs to leave school before the end of the school day should present a note to Attendance before the start of 1st period indicating the following: student name, date/time of absence/appointment, reason for leaving, parent/guardian signature, home/work telephone of parent/ guardian. Students should return to Attendance at the appropriate time to check out and check in when they return. All notes will be verified. Phone calls, faxes, and emails will not be accepted for checking out students. In the case of forgery, disciplinary action will be taken. All absences are marked unexcused until a valid note for the absence is turned into Attendance.

**Check Out: Without Note**

If a student needs to check out early and does not have a note, a parent or guardian must go to the Attendance Office and check the student out. Phone calls, faxes, and emails are not accepted. Any parent/guardian who checks out a student must show a picture ID and be on the approved contact list. If a student goes off campus for lunch and does not return because he or she is ill, a parent must go to the school and officially check the student out.

No student may be checked out during the last 10 minutes of school. Students who leave campus without following proper sign- out procedures will receive a permanent unexcused absence in classes missed, and they will be considered skipping. Skipping will result in disciplinary action.

**Attendance Communication**

Attendance information is shared with parents and students via the student handbook, school website, and announcements at the beginning of the semester. State law requires parents to be informed of student absences. Each evening School Messenger, an automated telephone system, phones home to alert parents when their student is absent regardless of the reason. State law requires that parents are informed about their students' attendance. The classroom teacher should communicate with parents after 3, 6, 9, etc. absences. Additionally, letters are sent to parents when students reach 6 and 10 absences.

**Participation in InterScholastic Activities**

All students participating in interscholastic activities must be present in school for the entire day in order to participate in activities, performances, or practices, except where exempted by a physician.

**Make-Up Work**

Any student who misses a class is entitled and expected to make up assignments. The student is responsible for getting the missed assignments and scheduling times to make up tests. Teachers will communicate their expectations for completing make-up work. Each teacher’s assistance/office hours are posted outside his/her classroom door. Students who are absent for an extended time due to illness or emergency should contact student services for assignments. Assignments that are assigned prior to an absence will be due upon return; this includes tests that are scheduled for the day of return. If make - up work is not assigned in advance, for absences of 1 to 3 days, the student will have a minimum of 1 day for each absence to complete the missed assignments. For absences exceeding 3 days, the student will have a minimum of 2 days for each absence to complete assignments. Students receive full credit for make-up work after an absence if it is completed according to teacher expectations. Absences resulting from out-of-school suspensions are unexcused. Make- up work can be arranged with teachers. Students will receive full credit for exams.

**Exam Exemption Policy**

Students in Grade 12 may be exempt from teacher-made exams based on the following criteria: ● Students must have a projected final grade of B or higher.

● Students must have 10 or fewer absences in the course.

● Students cannot be exempt from state testing including field testing.

The principal (consistent with GS 115C-288) has final authority to determine a student's exemption 67

status.

**Teachers and Attendance Records**

WCPSS School Board Policy 6000.1 states that teachers will:

● monitor and report student absences daily, following all attendance regulations ● keep detailed records, entering attendance daily into Power School and a separate roll book ● when students reach 3 absences in a class, parents will be notified

**Attendance and School-Sponsored Events and Testing**

Teachers conducting a field trip or school related activity will notify the Attendance Technician of all students who were present before the trip or activity. When there is school-wide testing, such as the PreACT or ACT, the testing coordinator will email a list of students present within one day of testing; teachers are responsible for adjusting their attendance accordingly.

The following school-related activities will not be counted as absences from either class or school:

1. Field trips sponsored by the school

2. Job shadows and other work-based learning opportunities G.S. 115C-47(34a)

3. School-initiated and –scheduled activities

4. Athletic events that require early dismissal from school

5. Career and Technical Education student organization activities approved in advance by the principal

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

**Technology Information**

**Acceptable Use Policy (AUP) for Students**

All students registered in the Wake County Public School System will automatically be given access to the internet and e-mail Parents have the option of denying these services by completing the Parent Request to Deny Access Form. Unless otherwise stated, students acknowledge that they have read, understand, and agree to the acceptable use of these services as stated in the WCPSS Student Internet Access and Electronic Mail Policy (6446). This policy is found in the Parent &Student Handbook and on the Internet at www.wcpss.net

Additional information on Acceptable Use is available on the Wakefield High School website.

**BYOD (Bring Your Own Device) Information**

**The mission of Wakefield High School** is to provide a relevant and engaging education to graduate students who are collaborative, creative, effective communicators, and critical thinkers. All students are provided with a school-issued device to support their learning, and while students may bring their own device (BYOD), this practice is not encouraged. In many cases, students may still be required to use their school-issued device to ensure compatibility, safety, and equitable access to resources. Teachers will actively monitor all device usage during instructional time, and personal cell phones may not be used in place of instructional devices. Our students will utilize internet-connected devices to enhance and extend the learning community beyond the walls of our school, becoming actively engaged in the learning process while collaborating with their parents and teachers on various platforms to strengthen digital citizenship skills.

**BYOD FAQs:**

● What if a student doesn't have a device of their own to bring to school?

o All students receive a wake county laptop

● If a student stores their work on their WCPSS account (My documents – H drive) can they access it at home?

o No, students cannot access their WCPSS home directory on their own device unless they are connected to the BYOD Wi-Fi server. However, if they save their work on their WCPSS Google Drive, they will be able to access it from home.

● What if a student has trouble connecting their device to the network?

o They can bring their device to the Media Center for help.

● Will there be charging stations at school?

o No. They will have to charge their device at home and a fully charged device should last for the school day.

● When can students use their device?

o They may use their device before or after school, during lunch, and when the teacher asks them to use it in class. The classroom teacher is the one who determines whether or not students will be needing their device during his/her class period.

● What if a student's device is damaged, lost, or stolen?

o Students are responsible for their own device. Bringing a device to school is not required so they have to be very careful with it and make sure you keep it with them at all times

**More information and the required forms can be found under the Our School directory on the school website.**

**Character Education: JUST THINK FIRST**

Through education, we continue to be committed in our efforts to provide 

powerful messages to teens regarding the safe and responsible choices they

can make, helping them realize, visualize, and understand the importance of

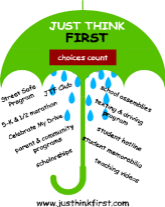
choice when driving or riding in a car. The JUST THINK FIRST

Organization

seeks to raise awareness on this topic and additional topics that affect teens

in society today including violence, sex, drugs, alcohol, gangs and bullying. The organization provides speakers and plans assemblies and has produced 3 videos to date that have been distributed to all high schools in NC. They are used in guidance programs and in drivers’ ed as teaching tools.

Background

Over a period of 18 months ending in 2006, Wakefield High School had lost 8 students in 5 separate automobile accidents. In two additional accidents, two more students were left permanently impaired. These accidents and the loss of so many young lives put the Wakefield community in a state of disbelief. Determined to take action and call attention to teen driving practices, the school and the PTSA implemented various programs designed to bring home to students just how quickly and tragically auto accidents can occur. Many organizations and people reached out to Wakefield offering support and assistance with money, time, materials, and programs and after 

receiving a grant from the Wake County New Vehicle Dealers’

Association, a video/ documentary was produced.

This video, entitled **JUST THINK FIRST: choices count,** addresses

key issues for new drivers: inexperience, distractions, seatbelt use, high

speed/street racing, and drinking and driving. It also provides a

combination of statistics and fast paced images for viewers while

offering solutions to problems often encountered by teens. In addition,

the story of students who lost their lives while in school at Wakefield is

interwoven into the video along with commentary on the impact of

these tragedies. With the emergence of the video **Wakefield’s JUST**

**THINK FIRST Program** was born. This program serves as the

umbrella

program

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**Clubs and Student Organizations**

Students at Wakefield High School have the opportunity to participate in a number of clubs and student organizations. These organizations include: This list will be updated after the start of the first semester. See Mr. Floyd with any questions.

To begin a new club at WHS, students must find an advisor, then complete the *New Club Application* and submit it for review. Once approved, a meeting day and time can be selected. (See club schedules for options available.) All clubs are required to keep meeting minutes and share access to your Meeting Notes folder with Mr. Floyd (jfloyd3@wcpss.net).

For more information regarding clubs and activities, see Mr. Floyd, Assistant Principal. Rules & Requirements for WHS Honor Societies

● The Wakefield High School Faculty Council will determine consequences for all WHS honor societies in all cases for which a member of any society has had a loss of personal honor due to a disciplinary infraction.

● The Faculty Council will convene to determine consequences pertaining to membership in honor societies.

● Major disciplinary infractions concerning the WHS Faculty Council include:

o breeches of the WCPSS Code of Student Conduct that result in out- of-school suspension of all WHS Honor Code violations including but not limited to academic violations such as cheating, plagiarism, misrepresentation, and falsification.

● Disciplinary violations of the WCPSS Code of Student Conduct and/or the WHS Honor Code will be reported by administration to the Faculty Council and the advisors for each student’s honor society.

● Students who have been assigned administrative disciplinary consequences will be allowed to make an appeal to the Faculty Council on their own behalf before a conclusion is drawn or a dismissal from honor societies is determined.

● Removal from one honor society due to a loss of personal honor will result in a removal from all societies in which a student is a member.

● Students who have been removed from honor societies will be ineligible for readmission to or participation in all honor societies for the duration of the current school year.

● Removal from some honor societies could prevent readmission according to their bylaws and/or constitution. For those societies that allow readmission following removal, students may reapply the following school year.

Requirements and Documentation

● Seniors who meet an honor society's requirements will be privileged to wear that society's regalia during the class night ceremony and the graduation ceremony in spring. Criteria for membership in an honor society varies for each organization. School-wide criteria includes: o chapter affiliation with a national organization

o maintenance of a specific grade point average

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o fulfillment of community service requirements

o payment of membership dues as determined by the honor society

● Non-disciplinary violations of an honor society's membership requirements due to a failure to maintain a minimum grade point average, fulfill service requirements, or make payment of membership dues will be dealt with according to the bylaws of each organization.

● Non-disciplinary violations will be determined and handled by each organization's faculty advisor according to the established procedures of that honor society.

● Honor society memberships will be noted in SAM. The advisor will work with the data manager at the beginning of the school year to enter all honor society memberships for students’ individual records.

● An alphabetical listing (last name, first name) noting the graduating year of each student in a society will be kept by advisors and made available upon request.

● The Faculty Council will keep an alphabetical master list of all students who participate in Wakefield honor societies.

● The Faculty Council will consist of approximately 7 teachers who do not currently serve as honor society advisors.

● Members shall be notified in writing of dismissal from an honor society. Members shall be notified in writing of decisions made at each level of the appeals process.

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