

Wake Forest High School

2025-2026



Staff Handbook

Please note: It is important to note that while the Handbook contains important information about Wake Forest High School and Board policies and procedures, please refer to the full policies in the Wake County Board of Education policy manuals at: www.wcpss.net/boardpolicy.

In accordance with Board policy, each employee is responsible for knowing and complying with the policies of the Wake County Board of Education. While the Wake County Public School System monitors employee activity, the responsibility for compliance with Board policy rests directly on the employee. Failure to comply with policy could result in disciplinary action, suspension, termination, and/or legal action.

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I. District & School Vision, Mission, and Core Beliefs

2025–2026 Staff Handbook | Wake Forest High School

WCPSS Vision

All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

WCPSS Mission

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators, and critical thinkers.

WCPSS Core Beliefs

1. Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
2. Every student is expected to learn, grow, and succeed, while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
3. Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
4. The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement, well-being, and student agency.
5. The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
6. The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.
7. All students and staff deserve to work in optimal learning environments supported by sufficient resources, well-maintained facilities, and sustainable operational systems.

Wake Forest High School

II. School Improvement Plan 2025-26

<p>WFHS SIP Goals</p> <p>By June 2026, the four-year graduation and promotion rates at Wake Forest High School will be 97% or higher; increasing 1% each school year for the next two years.</p>	<p>WFHS SIP Indicators</p> <p>A4.01: The school implements a tiered instructional system designed to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p>A1.06: ALL teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.</p>
<p>WFHS Vision</p> <p>Wake Forest High School's vision is to graduate students who are open-minded, resilient, and intellectually prepared to lead productive lives in a globally competitive world.</p>	<p>WFHS Mission</p> <p>Wake Forest High School Cougars will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.</p>
<p>WFHS Core Values</p> <ol style="list-style-type: none">1. Safe learning environment that supports social and emotional well-being2. Respectful relationships that embrace the uniqueness of our diverse population3. School and classroom expectations that are positively taught and reinforced4. Dynamic, engaging, and relevant instruction5. Collaboration and accountability6. Growth mindset that eliminates the predictability of achievement7. Partnerships and clear communication with parents and the community8. Sense of school spirit and "Cougar Pride"	

Administration Team & Student Services Assignments

Administration Team		Student Services	
Melissa Thomas	Principal 12th Grade	Mrs. Lisette Pike	Dean of Students
Mrs. Patty Edwards	API: 11th Grade	Ms. Bettina Pope	Counselor 10th-12th grade; A-D
Mr. Demarcus Jones	AP: 9 th Grade-ONLY A-J	Mrs. Caroline Sutton Counselor: 1st time: Freshmen ONLY	
Mrs. Covington	AP: 9 th Grade- ONLY K-Z		
Rommey Woodley	Tardies ONLY	Mr. Bryce Gibbons	Counselor 10th-12th grade; E-K
Ms. Tanya Smith	AP: 10th Grade	Mrs. Carin Duncan	Counselor: 10th-12th grade; L-Ri
		Mrs. Alicia Stockel	Counselor: 10th-12th grade; Rj-Z
		Ms. Jodi Deskus	SAP Counselor
		Mrs. Rachel Nawaz	Intervention Coordinator
		Ms. Leslie Diaz	Student Services Technician
		Ms. Michelle Cooper	Registrar
		Ms. Charlotte Hicks	Nurse
		Ms. Jennifer Case	Psychologist
Note: Repeat Freshmen are assigned to AP Smith		Ms. Kimberly Dove	Speech Pathologist

Administrative Duties & Responsibilities

Administrative Duties 2025-2026

Tanya Smith, AP 10th grade	Mary Covington, AP 9th K-Z	Melissa Thomas 12th Grade	Patty Edwards, AP API 11th grade	Demarcus Jones, AP 9th A-J	Rommy Woodley Tardies
Curriculum/Instruction	Curriculum/Instruction	Curriculum/Instruction	Curriculum/Instruction	Curriculum/Instruction	Curriculum/Instruction
PLCS	PLCS	PLCS	PLCS	PLCS	PLCS
Leadership Team	Leadership Team	Leadership Team	Leadership Team	Leadership Team	Leadership Team
Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations
Discipline	Discipline	School Improvement Team	Discipline	Discipline	Discipline
New Hire Bootcamp	Crisis Team/ Emergency Operations	Clerical/Dean of Students/SAP	Master Schedule/Bell Schedules	ACDC/ Construction Academy	Yearbook
Child Nutrition Services	Ninth Grade Center	Assistant Principals	Intervention Team Enrichment/Remediation	WFHS Business Alliance (NERBA)	Professional Development
Student/Staff Handbooks	Testing Facilitator/Exam Schedule	Athletic Director	Graduation Cohort/Dropout Prevention	PM Transportation	AM Transportation
Field Trips	Health/Harassment Trainings Beginning of year Trainings	Human Resources/ Personnel	Summer School	Facilities and Grounds/MAXIMO Repairs	School Master Calendar
Clubs/Extracurricular Activities	School Improvement Team	Budget/Bookkeeping/Finances	Grading Policies/Homework Plan	Fire /Tornado Drills	Mentors & BTs
Staff Duties/Responsibilities	Discipline Honor Code Violations	Booster Orgs/PTSA	Data	Community Use of Facilities	Graduation/Senior Awards
Evaluation Calendar	Safety Team		Attendance	Staff and Student Parking & Student Lunch Passes	Tardie Discipline
HEALTH & PE	SCIENCE	Clerical	ALC/Edgenuity	Athletics	Math
SOCIAL STUDIES	ARTS	Media/Technology/MTAC	Special Programs	CTE/JROTC	ENGLISH
Counselor – All	Counselor-Sutton	Counselor-All	ESL	Custodians	World Languages
			Counselor-All	Counselor-Sutton	Counselor - All



Bell Schedule



Wake Forest High School 2025-2026



Monday		Tuesday		Wednesday		Thursday		Friday	
1st Period	7:20-8:50	1st Period	7:20-8:50	1st Period	Instruction: 7:20-8:20 Cougar PAWS: 8:20-8:50	1st Period	7:20-8:50	1st Period	7:20-8:50
2nd Period	8:55-10:25	2nd Period	8:55-10:25	2nd Period	Instruction: 8:55-9:55 Cougar PAWS: 9:55-10:25	2nd Period	8:55-10:25	2nd Period	8:55-10:25
3rd Period	10:30-12:35	3rd Period	10:30-12:35	3rd Period	10:30-12:35	3rd Period	10:30-12:35	3rd Period	10:30-12:35
A Lunch	10:25-11:00	A Lunch	10:25-11:00	A Lunch	10:25-11:00	A Lunch	10:25-11:00	A Lunch	10:25-11:00
A Lunch Class	11:05-12:35	A Lunch Class	11:05-12:35	A Lunch Class	Instruction: 11:05-12:05 Cougar PAWS: 12:05-12:35	A Lunch Class	11:05-12:35	A Lunch Class	11:05-12:35
B Lunch Class	10:30-12:00	B Lunch Class	10:30-12:00	B Lunch Class	Cougar PAWS: 10:30-11:00 Instruction: 11:00-12:00	B Lunch Class	10:30-12:00	B Lunch Class	10:30-12:00
B Lunch	12:00-12:35	B Lunch	12:00-12:35	B Lunch	12:00-12:35	B Lunch	12:00-12:35	B Lunch	12:00-12:35
4th Period	12:40-2:13	4th Period	12:40-2:13	4th Period	Instruction: 12:40-1:40 Cougar PAWS: 1:40-2:13	4th Period	12:40-2:13	4th Period	12:40-2:13



Points of Contact

Activity	Staff Responsible	Chirpy Phone/Email
ALC	Elisabeth Hinman	*1312/ehinman
Announcements	Lori Jarvis/	*1000/ljarvis/vdavis5@wcpss.net
Appointments w/Principal	Victoria Davis	vdavis
Attendance	Dawn Bahr	*1002/dbahr2@wcpss.net
Bloodborne Pathogen	Mary Beth Covington	*1721/mcovington
Buses	Rommy Woodley/Demarcus Jones	*3665/rwoodley/*1403/djones5
Career Development	Susan Tyson	*0226/styson
Canvas	Rebecca Jones/Rachel Bentley	1402/rbentley/ *1203/rjones7
Clubs/Activities	Tanya Smith	*4605/tsmith18
Construction Academy	Lashonda Harding	*1207/lharding
Counselor (Freshmen)	Caroline Sutton	cwsutton
Counselor (10-12, A-D)	Bettina Pope	bpope
Counselor (10-12, E-K)	Bryce Gibbon	bgibbons
Counselor (10-12, L-Ri)	Carin Duncan	cduncan3
Counselor (10-12, Rj-Z)	Alicia Stoeckel	astoeckel
Crisis Bags (red bags)	Mary Beth Covington	*1721/mcovington
Custodial Needs	Carolyn Walker	*1906/*1000/cwalker
Dean of Students	Lisette Pike	lpike
Dept. Chair Arts	Tim Domack	tdomack
Dept. Chair CTE	Michael Johnson	*1806/majohnson3
Dept. Chair English	Sarah Freeman	*1617/swfreeman
Dept. Chair Healthful Liv	Brian Lesh	*0921/blesh
Dept. Chair Math	Joelle Irish/Melinda Hillman	*2618/jirish/*3618/mhillman
Dept. Chair Science	Patrick Marshall	*1718/pmarshall
Dept. Chair Special Prog.	Cassandra Hill	*2023/clhill
Dept. Chair Social Studies	Robbin Faulkner	*1709/rrfaulkner
Dept. Chair World Lang.	Rebecca Stephen	*4610/rstephen
Dept. Funds/Purchasing	Kimberly Cook	*1014/kcook2



Event Scheduling	Rommy Woodley	*3665/rwoodley
Furniture Request/Repairs	Demarcus Jones	*1403/djones5
General Information	Victoria Davis	*1004/vdavis
Gradebook Issues	Faulkner/Hasenfus/Hinman/Edward	*1709/rrfaulkner/*4617/jhasenfus/*1312/Hinman/*1012/Edwards
Imagine Edgenuity	John Fernandez	jfernandez
Health Benefits	http://www.wcpss.net/compensation-services/	
Intervention Coordinator	Rachel Nawaz	rnawaz
ISI (In-School Intervention)	Rick Pittarelli	*0209/rpittarelli
JROTC	CSM Cribb/Maj. McDonald	*1802/gcribb/*1710/McDonald
Keys	Victoria Davis	*1004/vdavis5
Leave Forms	Located by Mailboxes or see Victoria Davis	vdavis5
Medicine	Student Services: Katherine Medina	*2001/
Mentor/BT Program	Ersilia Filauro / Samantha Pontrelli	*4616/efilauro; *2621/spontrelli
Money Issues	Kimberly Cook	*1014/kCook2
Nurse	Charlotte Hicks	*2015 and *2022/cehicks
Parent/Teacher Conferences	Teacher (Assigned Counselor if multiple teachers involved)	
Parking for Staff & Students	Victoria Davis/DeMarcus Jones	*1004/vdavis5/*1403/djones5
Posters	Rommy Woodley	*3665/rwoodley
Infinite Campus	Cindy Joyner/Patty Edwards	*1014/cjoyner2/*1012/pedwards
Receipt Books	Kimberly Cook	*1014/kcook2
Registrar	Michelle Cooper	*2012/mcooper1
SAP Coordinator	Jodi Deskus	*2021/jdeskus
School Newspaper	Sarah Freeman	*1617/swfreeman
School Resource Officer	Officer Loveless/WFPD (call main office)	*1000
School Trips	Tanya Smith	*4605/tsmith18
Security Officer	Allied Barton (call main office)	*1000
Staff Development	Rommy Woodley	*3665/rwoodley
Staff and Student Email	Victoria Davis	*1004/vdavis5
Staff ID (ID reader/Access Issues)	Demarcus Jones	*1403/djones5
Student Services Technician	Student Services: Katherine Medina	*2001/



Red Rover	Victoria Davis	*1004/vdavis5
Teacher Certification	Patty Edwards	*1012/pedwards
Testing	Joelle Irish/MaryBeth Covington; CTE-Lashonda Harding	*2608/jirish/ *1721/mcovington *1207/lharding
Textbooks	Patty Edwards	*1012/pedwards
Video/Guest Speaker Approval	Patty Edwards	*1012/pedwards
Wake Learns	Individual Staff Members (via WakeID Portal)	
Yearbook	Rachel Bentley/Shelbi Wheeler	*1402/rbentley/*1304/swheeler6



Athletic Directory **Pending*****

ATHLETIC DIRECTOR	DUNBAR	JEFF	rdunbar@wcpss.net
ATHLETIC DIRECTOR ASST.	FAULKNER	ROBBIN	rfaulkner@wcpss.net
ATHLETIC TRAINER	JONES	REBECCA	rjones7@wcpss.net
ATHLETIC TRAINER ASST.	KIGER	MANDY	akiger@wcpss.net
ATHLETIC TRAINER ASST.	ORTHO NC	TBD	Non-Faculty
FOOTBALL VARSITY HEAD	LUCAS	REGGIE	rlucas2@wcpss.net
FOOTBALL ASST.	DILLARD	GLENN	gdillard@wcpss.net
FOOTBALL ASST.	RICHARDS	JUSTIN	rrichards1@wcpss.net
FOOTBALL ASST.	HOLLAND	JAMIE	jholland3@wcpss.net
FOOTBALL ASST.	LOVE	SCOTT	slove2@wcpss.net
FOOTBALL ASST.	BRASZO	IVAN	ibraszo@wcpss.net
FOOTBALL ASST.	QUESADA	JUAN	jquesada@wcpss.net
FOOTBALL ASST. F1	RACHECK	ALAN	aracheck@wcpss.net
FOOTBALL ASST. F2	BLANKENSHIP	LOGAN	ldblankenship@wcpss.net
FOOTBALL ASST. (V)	VAUGHN	JOSH	jvaughn4@wcpss.net
FOOTBALL ASST. (V)	WRAY	JONATHAN	Non-Faculty
FOOTBALL ASST. (V)	BRIDGERS	DARRIUS	Non-Faculty
MEN'S SOCCER VARSITY	PITTARELLI	RICK	rpittarelli@wcpss.net
MEN'S SOCCER JV	TBD	TBD	TBD
MEN'S SOCCER ASST. (V)	TBD	TBD	TBD
MEN'S SOCCER ASST. (V)	THOMAS	SAM	Non-Faculty
VOLLEYBALL VARSITY	BARNES	CRYSTAL	cybarnes@wcpss.net
VOLLEYBALL JV	BARNES	CRYSTAL	cybarnes@wcpss.net



VOLLEYBALL JV B	LOVE	CARLY	Non-Faculty
VOLLEYBALL ASST. (V)	TBD	TBD	TBD
WOMEN'S TENNIS	LESH	BRIAN	blesh@wcpss.net
WOMEN'S TENNIS ASST. (V)	WORLEY	JIM	Non-Faculty
WOMEN'S GOLF	NIEMEIER	JENNIFER	jniemeier@wcpss.net
WOMEN'S GOLF ASST. (V)	NIEMEIER	BOBBY	Non-Faculty
CROSS COUNTRY	MARSHALL	PATRICK	pmarshall@wcpss.net
CROSS COUNTRY ASST. (V)	MERCER	ERIN	emercer@wcpss.net
CHEERLEADING VARSITY	FAULKNER	ROBBIN	rfaulkner@wcpss.net
CHEERLEADING JV	TBD	TBD	TBD
CHEERLEADING ASST. (V)	MARTIN	JAYA	jmartin10@wcpss.net
CHEERLEADING ASST. (V)	FAULKNER	NICHOLE	Non-Faculty
CHEERLEADING ASST. (V)	PLUNKETT	CAROLYN	cplunkett@wcpss.net
GYMNASTICS	DEVEAU	CHRIS	Non-Faculty
WOMEN'S FLAG FOOTBALL	WILLIAMS	CLINTON	cwilliams12@wcpss.net
WOMEN'S FLAG FOOTBALL ASST. (V)	TBD	TBD	TBD
WOMEN'S FLAG FOOTBALL ASST. (V)	TBD	TBD	TBD
MEN'S BASKETBALL VARSITY	ACKLES	GREG	gackles@wcpss.net
MEN'S BASKETBALL JV	HARRIS	JONATHAN	jharris3@wcpss.net
MEN'S BASKETBALL ASST.(V)	HOLLAND	JAMIE	j holland3@wcpss.net
MEN'S BASKETBALL ASST. (V)	MULLINS	JOSHUA	Non-Faculty
WOMEN'S BASKETBALL VARSITY	WILLIAMS	CLINTON	cwilliams12@wcpss.net
WOMEN'S BASKETBALL JV	TBD	TBD	TBD



WOMEN'S BASKETBALL ASST. (V)	BROOKS	TERRIA	Non-Faculty
WOMEN'S BASKETBALL ASST. (V)	THOMAS	BRITTANY	Non-Faculty
INDOOR TRACK	MARSHALL	PATRICK	pmarshall@wcpss.net
INDOOR TRACK ASST. (V)	MERCER	ERIN	emercer@wcpss.net
MEN'S WRESTLING	SHRADER	ANDREW	ashrader@wcpss.net
WOMEN'S WRESTLING	MILLER	DWAYNE	Non-Faculty
WRESTLING ASST. (V)	FERGUSON	GRAHAM	gferguson2@wcpss.net
WRESTLING ASST. (V)	WILMAN	DYLAN	Non-Faculty
SWIMMING (M/W)	RICHARDS	JUSTIN	rrichards1@wcpss.net
WOMEN'S SOCCER VARSITY	PITTARELLI	RICK	rpattarelli@wcpss.net
WOMEN'S SOCCER JV	BERO	AMIE	abero@wcpss.net
WOMEN'S SOCCER ASST. (V)	RUDOLPH	ROHAN	Non-Faculty
MEN'S TENNIS	LESH	BRIAN	blesh@wcpss.net
MEN'S TENNIS ASST. (V)	WORLEY	JIM	Non-Faculty
MEN'S GOLF	RICHARDS	JUSTIN	rrichards1@wcpss.net
BASEBALL VARSITY	VARELA	CARLOS	cvarela@wcpss.net
BASEBALL JV	LOVE	SCOTT	slove2@wcpss.net
BASEBALL ASST. (V)	POWELL	CALEB	Non-Faculty
BASEBALL ASST. (V)	ABSHIRE	LES	Non-Faculty
BASEBALL ASST. (V)	JORDAN	TODD	Non-Faculty
SOFTBALL VARSITY	OWENS	BRITTANY	bowens3@wcpss.net
SOFTBALL JV / ASST.	NIEMEIER	JENNIFER	jniemeier@wcpss.net
SOFTBALL ASST. (V)	LEE	PHIL	Non-Faculty
SOFTBALL ASST. (V)	TURNER	SCOTT	Non-Faculty



MEN'S TRACK VARSITY	MARSHALL	PATRICK	pmarshall@wcpss.net
MEN'S TRACK ASST.	TBD	TBD	TBD
WOMEN'S TRACK VARSITY	MERCER	ERIN	emercer@wcpss.net
WOMEN'S TRACK ASST.	HOLLAND	JAMIE	jholland3@wcpss.net
MEN'S LACROSSE VARSITY	ZAYTOUN	ELIAS	ezaytoun2@wcpss.net
MEN'S LACROSSE JV/ASST.	CHOU	ALBERT	Non-Faculty
WOMEN'S LACROSSE VARSITY	BRASZO	IVAN	ibraszo@wcpss.net
WOMEN'S LACROSSE JV/ASST.	JOHN	DANIELLE	Non-Faculty
WOMEN'S LACROSSE ASST. (V)	JOHN	BOB	Non-Faculty
STUNT	BLOUNT	CALANDRA	cblount@wcpss.net



Meeting Dates 2025-2026

Staff Meetings 1st Tuesday: Planning Period	Leadership/Committee Meetings 2nd Wednesday: 2:30-3:30p.m. *Leadership-Fourth Period
August 19, 2025	September 10, 2025
September 2, 2025	October 15, 2025 (Week Change)
October 7, 2025	November 12, 2025
November 4, 2025 (Workday)	December 10, 2025
December 2, 2025	January 14, 2026
January 6, 2026 (EOC Training afterschool)	February 10, 2026 (Tuesday)
February 3, 2026	March 11, 2026
March 3, 2026 (Workday)	April 15, 2026 (Week Change)
April 7, 2026	May 13, 20256
May 5, 2026	
June 2, 2026	
School Improvement Team 3rd Tuesday: 2:30-3:30pm	Department Meetings 4th Wednesday: 2:30-3:30pm
September 16, 2025	September 24, 2025
October 21, 2025	October 29, 2025 (Week Change)
November 18, 2025	November 25, 2025 (May Move)
December 16, 2025	December 17, 2025 (May Move)
January 20, 2026	January 28, 2026
February 17, 2026	February 25, 2026
March 17, 2026	March 25, 2026
April 21, 2026	April 29 2026 (Week Change)
May 19, 2026	Mary 27, 2026



Teacher Workdays

August 2025	September 2025	October 2025	November 2025	December 2025	
August 19th (R) August 20th (R) August 21st (R) August 22nd (R)	September 23rd	October 13th (R) PL Day October 20th	November 4th (R) WFHS PD Day	No Teacher Workdays Assigned	
January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
January 2nd January 26th (R) Semester Switch	February 16th	March 3rd (R) WFHS PD Day March 20th	April 6th (following Spring Break)	May 1st	June 12th (R) (likely a workday based on placement at the end of the school year) June 15th (R)

*** Required (R)

*** Required Professional Learning Day (WCPSS) (R) PL Day

*** Required Professional Learning Day (WFHS) (R) PL Day



What does it mean to be a Student at Wake Forest High

☐ Am I Welcomed Here?

☐ Am I Somebody Here?

☐ Am I Celebrated Here?

☐ Am I Emotionally Safe Here?

☐ Do you See Me?

☐ Do you Hear Me?

☐ Do you Know Me and Value Me?

☐ Do you Care About Me?

☐ Do you Believe in Me?

☐ Do you Expect Highly of Me?



III. Professional Responsibilities

Staff Workday Expectations

Aligned with WCPSS Policies and Wake Forest High School Procedures
(See WCPSS Employee Handbook: pp. 15–18, 27–29, 76–77, 81, 92)

A. Standard Work Schedules

Referenced Policies:

- Policy 7500: Workday and Overtime (pp. 15–16)
- Policy 7500: Minimum Workday (p. 15)

Per district policy, principals determine employee schedules in accordance with Fair Labor Standards Act (FLSA) requirements.

Teacher Hours – Wake Forest High School

- **Instructional Days: 6:50 AM until professional responsibilities are completed (typically 2:40 PM)**
- **Teacher Workdays (non-instructional): 7:30 AM – 3:15 PM**
- All faculty and staff must be on campus and in position by 6:50 AM.
- Morning duty staff must be at assigned posts on time.
- These expectations apply on exam days and makeup exam days.
- Principal pre-approval is required for leave on protected days, before/after holidays, or during exam periods.

FLSA-Exempt Staff (Licensed/Professional Employees)

- Must report at least 30 minutes before student arrival.
- Minimum workday: 7.5 hours.
- Duties include instruction, planning, supervision, meetings, and extracurricular activities.

FLSA-Non-Exempt Staff (Instructional Assistants)



- Scheduled for 37.5–40 hours/week.
- No overtime permitted without prior principal approval.

Other Classified Employees

- (e.g., clerical, custodial, nutrition services):
 - Schedules set by the supervisor and must follow FLSA limits.
-

B. Workweek & Time Records

Referenced Policy:

- Policy 7500: Workday and Overtime (pp. 15–16)
 - WCPSS Workweek: Monday 12:00 AM – Sunday 11:59 PM
 - FLSA classification (exempt or non-exempt) will be communicated to each employee.
 - Non-exempt employees must:
 - Accurately record all work hours.
 - Submit timesheets on time.
 - **Note:** Falsification or failure to submit timesheets may result in disciplinary action.
-

C. Overtime & Compensatory Time

Referenced Policy:

- Policy 7500: Workday and Overtime (pp. 15–16)

For Non-Exempt Employees Only:

- Overtime is discouraged and must be authorized in advance.
- Compensatory time (comp time) is earned at 1.5 hours for every 1 hour of overtime.
- Maximum accrual: 240 hours



- Comp time must be used within a reasonable period and approved in advance.
- If employment ends or the employee transitions to an exempt role, unused comp time will be paid out using the highest qualifying rate.

D. Attendance & Absences

Referenced Policy:

- Policy 7501: Employee Absences (pp. 76–77)
- Policy 7510: Reporting Absences & Leave (p. 80)
- All staff are expected to be present during assigned work hours.
- Absence reporting and leave requests must follow WCPSS and WFHS procedures.
- Unapproved absences, excessive tardiness, or failure to report for seven consecutive days may result in disciplinary action or dismissal.

WFHS Reporting Procedures:

- **Planned Leave:** Submit request to Ms. Victoria Davis; enter in **RED Rover** once approved.
 - **PD Leave:** Submit additional forms to Ms. Woodley.
- **Unplanned Leave:** Enter in **RED Rover** by **5:45 AM**, notify Ms. Victoria Davis, Department Chair and Department Administrator, and submit a leave form to Ms. Victoria Davis upon return.
- **Testing Days:** Also email Ms. Covington, Ms. Irish, and Ms. Harding; doctor's note required.
- **Sub Plans:** Due by **5:45 AM** to the department chair, department administrator and Ms. Victoria Davis.
- **Sub Folders:** Due by **September 5, 2025**, with updates submitted by **September 29, 2025**, and **February 14, 2026**.
- **Sub Coverage:** If no sub is available, internal coverage may be assigned.



E. Telework Policy

Referenced Policy:

- **Policy 7503:** Teleworking (pp. 16–18)
- Telework is not guaranteed and is only allowed under approved operational circumstances.
- **Telework may be permitted:**
 - During emergencies (inclement weather, public health issues)
 - On unprotected workdays or non-instructional days for eligible clerical/11-12 month staff
 - On a discretionary basis with principal approval (non-instructional staff only)
- Teachers and instructional staff are not eligible for discretionary telework.
- **Employees must:**
 - Adhere to normal hours and productivity expectations.
 - Maintain confidentiality and proper use of school equipment.
 - Not use telework as a substitute for leave (e.g., sick or FMLA).

F. Inclement Weather & Emergency Closures

Referenced Policies:

- Policy 7550 (formerly 2311, 4100, 7910): Emergency Closings (p. 92)
- Decisions will be communicated via district email, news media, and school-based messages.
- Exempt staff may use annual leave, take leave without pay, or make up time during the year.
- Non-exempt staff:
 - May use leave or make up time within the same workweek.



- Cannot incur overtime while making up time.
 - May receive comp time if sent home early on a closed day.
 - Staff should **not** report absences via **RED Rover** for weather-related closures.
-

G. Professional Responsibilities & Code of Ethics

Referenced Policy:

- Policy 7300: Employee Responsibilities & Code of Ethics (pp. 27–29)

Staff are expected to:

- Demonstrate professionalism, dignity, fairness, and honesty.
 - Protect student safety and act as ethical role models.
 - Use respectful and truthful communication.
 - Report concerns through the appropriate chain of command.
 - Support school operations and student achievement.
 - Never instruct students to withhold information from families.
-

H. Criminal Self-Reporting

Referenced Policy:

- Policy 7300: Code of Ethics (pp. 27–28)

Employees must report in writing:

- Any arrest, charge, or conviction (excluding minor traffic violations) by the next business day.
- Driver education instructors must report any citation resulting in 3+ license points.
- Failure to report may result in disciplinary action or dismissal.



I. Parental Involvement Policy

Purpose:

This policy ensures that all staff at Wake Forest High School (WFHS) understand and implement practices that support meaningful parental involvement, in alignment with **Wake County Board of Education Policy 1310/4002**.

A. Parental Involvement Plans:

WFHS maintains a parental involvement plan that promotes regular two-way communication between home and school, encourages responsible parenting and participation in student learning, and supports parent volunteering. The plan also includes parent training based on identified needs, collaboration with community organizations, and efforts to strengthen student health awareness. Schools receiving Title I funds must develop a written plan in partnership with families to support academic achievement and continuous program improvement.

B. Communication, Participation, and Conferences:

Staff are expected to maintain ongoing, meaningful communication with parents, address attendance and behavior concerns, and provide academic updates, including reading progress for students in grades K–2. Parents are encouraged to visit and volunteer at school and to participate on advisory councils and improvement teams. Teachers must also offer opportunities for parent conferences and are encouraged to work with community businesses to support parent participation.

C. Parental Notifications:

WFHS must notify parents annually of their rights under Title I and provide a comprehensive parent guide outlining academic expectations, student progress measures, teacher qualifications, available services, and relevant Board policies. Additional annual notifications include information about student records, survey rights, testing schedules, grading, advanced coursework, wellness, and volunteer opportunities. Parents are also informed of their right to opt out of certain programs and information-sharing, including directory information, military recruitment, health instruction, and marketing-related surveys.

D. Written Parental Consent:

Written parental permission is required for specific activities, such as administering medications, taking off-campus trips, Internet access, participation in sports or mental health services, surveys involving sensitive topics, and the release of non-directory student records or special education services.

E. Student Health and Well-Being:

Parents must be informed about health services and changes in their child's well-being or support services. Staff are not permitted to withhold health-related information from parents. Parents retain full access to their child's educational and health records. Instruction on gender identity or sexuality is prohibited in K–4 unless initiated by the student. Concerns regarding student health-related decisions can be submitted in writing, and the school, superintendent, or Board will respond according to specific timelines.

F. Parent Information Requests:

Parents may submit written requests for information, to which principals must respond within 10 business days or extend up to 20 business days. If unresolved, requests may be escalated to the superintendent or the Board for final review.

**G. Community Services:**

WFHS encourages families to utilize a wide range of community resources available through WCPSS, accessible at www.wcpss.net/community-resources.

H. Reporting Requirements:

By September 15 of each year, the superintendent is responsible for submitting parental involvement data and updates to the State Board of Education.

Staff Action Required:

All staff are expected to foster strong family-school relationships, communicate regularly with parents, respect opt-out and permission procedures, encourage parent engagement in school life, and document all required notifications and communications effectively.



IV. Student Management

Student Attendance Procedures

Aligned with NC G.S. 115C-378, DPI SASA Manual, and WCPSS Board Policy 4400

Daily Attendance Expectations (Teachers)

- **Daily Recording:** All teachers must maintain both a written attendance record and enter student attendance into Infinite Campus within the first 20 minutes of each class period.
 - **Presence Criteria:** A student is considered present if they attend at least 50% of the class period (e.g., 45 minutes of a 90-minute block). Students present for less than 50% are recorded as absent unless an official check-in form deems otherwise.
 - **Tardies:** A student is tardy if not in the room when the bell rings. Tardies must be recorded in Infinite Campus and tracked in your hard copy attendance book.
-

Teacher Responsibilities

- Take and record attendance each class period.
- Maintain a hard copy Attendance Record Book — this is a legal document.
- Record all absences/tardies as “unexcused” in Infinite Campus. The Attendance Office will update them to “excused” if appropriate documentation is submitted.
- Contact parents if a student is absent **three consecutive days**; document the outreach.
- Check ISI/ALC, school trips, testing rosters, and OSS lists before marking a student absent.
- Notify the **Attendance Office** of any tardy discrepancies (i.e., excused tardies entered as unexcused).
- Students who check in from off-campus with official documentation are marked **absent** for missed periods.
- Only the Attendance Office may authorize student early check-out or confirm in/out data.
- Refer skipping concerns in Infinite Campus (IC) using L1–3 School Class Attendance referral category.



Excused Absences

As outlined in WCPSS Board Policy 4400 and NC G.S. 115C-378, absences may be excused for the following reasons only:

1. Illness or injury making attendance physically impossible.
2. Health isolation ordered by a state or local health officer.
3. Death in the immediate family (e.g., parent/guardian, sibling, grandparent).
4. Medical/dental appointments for the student.
5. Court or administrative proceedings if the student is a party or under subpoena.
6. Religious observances approved by the student's family's faith practice.
7. Valid educational opportunities (e.g., college visits, legislative page service) with prior approval using the WFHS Educational Leave Form.
8. Pregnancy/parenting needs, when medically necessary.
9. Visitation with an active-duty military parent/guardian under defined conditions.
10. Temporary technical/internet barriers on remote learning days (with parent communication and Help Desk ticket filed within 48 hours).

Excuse Documentation Procedure:

All excuse notes must be submitted by 7:20 a.m. on the second day after the student returns from the absence, via the lockbox at the Attendance window.

Only the Attendance Office may determine whether an absence is excused or not.

School Trips and Sponsored Activities

- Students participating in school-sponsored events are marked present.
- Do not mark absent any student known to be participating in a documented trip or event.
- Teachers/sponsors must email an alphabetized student list by last name with grade level to attendance, teachers, and administration at least one week in advance.
- A follow-up email must be sent within one day of returning, confirming actual student attendance/absence on the trip.



Make-Up Work for Absences

- All absences (excused or unexcused) allow students the opportunity to make up missed work for full credit.
- Teachers may establish due dates but should offer flexibility for extended absences, especially for chronic illness, injuries, or bereavement.
- Parents may contact the Attendance Office or teachers directly for make-up work requests.
- Teachers must respond to such requests within 24 hours and provide all necessary access details (e.g., platform codes/passwords).

Educational Leave

- Students must submit the WFHS version of the Request for Educational Leave Form at least **3 school days prior to the planned absence**.
- Do not sign leave forms that are submitted less than 3 days in advance.
- Note any academic or behavioral concerns directly on the form — these will be considered in the approval process.
- No educational leave is approved during final exam week.



Tardy Policy and Practices

Purpose:

Wake Forest High School is committed to fostering a structured, respectful, and academically focused learning environment. Punctuality is essential to student success, as arriving on time to class promotes responsibility, minimizes disruptions, and ensures students receive full instructional time. The Tardy Policy & Sweeps procedure is designed to encourage timely arrival to class, reinforce schoolwide expectations, and provide appropriate interventions for students who develop patterns of chronic tardiness. Consistent enforcement supports a positive school climate where all students can thrive.

Prohibited Behaviors

- Arriving late (tardy) to class
 - Skipping class or school
 - Leaving campus without permission
 - Being in an unauthorized area
-

Policy Overview

Classroom Entry:

- Teachers will close and lock classroom doors at the tardy bell for each period.
- Students not present in the classroom when the tardy bell rings should be marked **absent** by the teacher.
- If a student arrives late to class with a **printed tardy pass**, the teacher is responsible for updating the absence to an **Unexcused Tardy (2A)** in Infinite Campus (IC).
- If the student arrives late to **school** and checks in through the **front office**, the **attendance office** will update the attendance code as appropriate.

Late Arrival Procedure:

- After the tardy bell, students must enter through the **main office entrance**, both in the morning and after lunch.
- All late-arriving students must report to the **front office** to receive a **printed tardy pass** before going to class.



Attendance Rules:

- Students who miss **45 minutes or more** of a class period will be marked **absent** for that period.
- Students with a **valid excuse** must present documentation to the **attendance office** upon arrival to receive an **excused pass** to class.
- Students **without an excuse** will receive an **unexcused tardy** and a **printed pass** to enter class.

Consequences for Tardiness (Per Class Period)

1st Tardy:

- Students will receive a **verbal warning** from the staff member issuing the tardy pass.
- The classroom teacher will also provide a **verbal warning** to reinforce expectations and prompt early corrective action.
- Tardy will be **documented in All Timely**.

2nd–4th Tardies:

- Students will receive a **verbal warning** from the teacher or administrator issuing the tardy pass.
- The classroom teacher will **notify the parents/guardian in writing** (email or TalkingPoints) to indicate that the student is accumulating tardies that could lead to consequences.
- Tardies will be **logged in All Timely**.

5th–7th Tardies:

- Students will be assigned to **In-School Intervention (ISI)** for that class period.
- ISI staff (Mr. Pitt) will **notify the classroom teacher and parent/guardian via email** that the student has been placed in ISI.
- Tardies will continue to be **logged in All Timely**.

8th +Tardies and Beyond: Administrative Intervention

- Students will be assigned a **full day of In-School Intervention (ISI)**.
- **Assistant Principal Woodley** will handle all assignments and follow-up related to chronic tardiness.
- AP Woodley will:
 - Contact the **parent/guardian**, classroom teachers, and **school counselor** to discuss appropriate **intervention strategies and supports**.
 - Enter a **discipline referral into Infinite Campus (IC)**.
 - Hold **conferences with the student** to review attendance patterns and implement a corrective action plan.
 - Coordinate additional interventions, including check-ins, goal-setting, and possible referrals to the **Student Support Team** or other school-based resources as needed.



- Monitor the student's ongoing attendance and follow up regularly with stakeholders to ensure improvement.

Exam Exemptions

This policy is based on academic performance and attendance. The attendance count includes each instructional day of the semester.

Students in Grades 9 - 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
- Students in grades 9 - 11 must also have 9 or fewer tardies in the course

Student Dress Code

Purpose

Wake Forest High School is committed to creating a safe, respectful, and academically focused learning environment. Student dress should support a professional and productive school atmosphere and align with workplace standards. In accordance with **WCPSS Board Policy 4316 – Student Dress Code**, families are expected to partner with the school to ensure students follow attire expectations that promote health, safety, and an environment conducive to learning.

General Expectations

Students must wear clothing that:

- Covers skin from chest to mid-thigh with opaque (non-see-through) fabric in the front, back, and sides.
- Covers breasts, buttocks, and genitals at all times.
- Covers undergarments (waistbands and bra straps excluded).
- Is appropriate for all learning environments, including science labs, PE, and vocational classes.
- Includes shoes worn at all times, unless otherwise directed by staff.

Prohibited Items

Students may not wear or display clothing, accessories, or personal items that:

- Contain or promote profanity, vulgarity, obscenity, violence, or illegal substances (e.g., alcohol, drugs, tobacco).
- Are associated with gang activity (WCPSS Policy 4309).



- Pose a health or safety risk or disrupt the educational environment.

Head Coverings

- Hats, hoods, sweatbands, bandanas, and bonnets are prohibited indoors and considered inappropriate for school.
- Bonnets, in particular, are not allowed as they are classified as prohibited headgear.
- Exceptions are made for religious, medical, disability-related, or cultural expressions (e.g., hijabs, yarmulkes, protective helmets, or traditional head wraps).

Hair and Grooming

- All students may wear hairstyles of their choice, including braids, twists, locs, afros, Bantu knots, and other natural or protective styles.
- Hairstyle discrimination is prohibited under CROWN Act protections.

Specialized Attire

- Courses requiring safety measures (e.g., labs, PE, workshops) may require specific attire or gear.
- School-sanctioned athletic uniforms and performance costumes are exempt when approved for specific events.

Dress Code Enforcement

- Enforcement will be handled discreetly and with minimal disruption to instructional time.
- Students will be given options to correct dress violations (e.g., change clothes, access to school clothing closet).
- When feasible, concerns will be addressed by a staff member of the same gender as the student.
- Staff should communicate concerns privately and respectfully.

Equity and Application

- This policy applies equally to all students, regardless of race, gender identity, religion, or cultural background.
- Accommodations will be made for religious, medical, cultural, or disability-related reasons.
- Differential enforcement based on protected characteristics is strictly prohibited under WCPSS Policy 1710.



Student Use of Personal Wireless Communication Devices: Policy 4318

Purpose

In alignment with Wake County Board Policy 4318, Wake Forest High School is committed to maintaining a safe, respectful, and academically focused environment. Due to a growing trend of students using personal devices to coordinate, record, and post student altercations—particularly in restrooms—Wake Forest High School is adopting the following building-level procedures to address misuse while promoting responsible digital citizenship.

General Guidelines

- Students may possess personal wireless devices, but they must be silenced and put away during instructional time, unless **explicitly** permitted for instructional use by the teacher or for an exception approved educational or medical need.
- The use of earbuds or earphones is not permitted during the instructional day, from 7:20 a.m. to 2:13 p.m., with the exception of lunchtime in the cafeteria.
- Phone use is strictly prohibited in restrooms, locker bays and locker rooms at all times.
 - *Unauthorized use, including organizing or recording altercations, or sharing such recordings on social media, will result in administrative consequences under the Student Code of Conduct (Policy 4309).*
- Teachers should model this behavior in the classroom at all times.

Offense	Teacher Action
1st	Verbal warning (Entire class prompt to put phones away). *** Teacher Suggested Tracking Form
2nd	Confiscate the phone for the class period and place it in a secure location (e.g., desk or basket). Message parent/guardian. Complete Incident documentation by end of school day
3rd	Confiscate phone, notify administrator, complete incident documentation form by end of day. Complete Incident documentation
If student refuses to surrender phone or produces a second (Dummy/Burner) phone	Call for an administrator immediately. Complete documentation form.



Teacher Protocol for Classroom Violations

Teachers will document all incidents using the designated [WFHS Cell Phone Incident Form](#)

Administrative Offense	Consequence
1st Offense	Phone confiscated for remainder of school school day. The student will pick it up after school. Parents/guardians are notified.
2nd Offense	Phone held for the remainder of the school day. The parent/guardian must pick up the phone.
3rd Offense	Phone confiscated; parent pick-up required; student receives 1-day suspension.
4th Offense	Phone confiscated; parent pick-up required; student receives 2-day suspension.

Administrative Response After Teacher Referral

● If a student escalates the situation at any time, including defiance or aggression, additional disciplinary action will be taken.

Security and Responsibility

- Students are solely responsible for the security of their personal devices. The school is not responsible for theft, loss, or damage.
- Teachers should store confiscated devices in a secure location during class and return them per policy.
- All violations and administrative escalations will be documented.

Communication with Families

At the beginning of each semester, families will be provided:

- A summary of Policy 4318 and WFHS implementation practices.
- Expectations for student phone use
- Consequences for misuse, especially regarding bathrooms and social media posts
- Parents/Guardians should be notified before the afternoon bell rings if a device is confiscated for the remainder of the school day. ***

Enforcement in High-Risk Areas

- Use of devices is banned in all restrooms and locker bay areas.
- Any recording of physical altercations or unauthorized content shared online will be treated as a severe disruption and addressed through the Code of Conduct.
- Increased hallway and restroom supervision will be enforced during transitions.



Technology Responsible Use

The Wake County Public School System (WCPSS) provides staff and students with access to technological resources to enhance teaching, learning, and communication. All users—including employees, students, contractors, and board members—are expected to use these resources responsibly, ethically, and legally, strictly for educational or school-related purposes.

The Technology Responsible Use policy (Policy 3225/4312/7320) applies both on and off campus when using school-owned devices or networks. Users are accountable for appropriate behavior online and must follow established rules of digital conduct and network etiquette. Personal use by employees is permitted only on a limited, infrequent basis during personal time and must not interfere with school business.

All users are prohibited from using school resources for commercial gain, political campaigning, or copying licensed software for personal use. Violations of copyright laws, including unauthorized distribution of digital materials, are not allowed. Users must refrain from accessing or transmitting obscene, harassing, or inappropriate content, and should never share or disclose confidential or personally identifiable information about students or staff without proper consent in accordance with FERPA. Sharing login credentials or accessing another person's account is strictly prohibited, as is unauthorized access to networks or systems ("hacking") and the introduction of viruses or programs that disrupt network performance. Users may not misrepresent their identity in digital communications or use personal taglines in WCPSS email accounts.

Teachers are required to supervise student internet use during instructional time and must immediately report any security issues to administration. All users must sign an acknowledgment form annually, confirming their understanding of the policy and awareness that the district monitors technology use. Any violations may result in disciplinary action or criminal prosecution. Although WCPSS takes reasonable precautions to prevent access to harmful online content, it is not responsible for material accessed through personal devices using mobile data. Internet filtering is in place, and students may only access online chat rooms if assigned by a teacher for instructional purposes. Overall, this policy ensures safe, respectful, and productive use of school system technology for all stakeholders.



School Student Discipline & Behavior Management Practices

Aligned with WCPSS See Me! Lever 3: Student Well-Being and Resilience and Classroom Management Strategy Briefing

Core Belief

At Wake Forest High School, a **safe, orderly, and welcoming school environment** is foundational to effective teaching and learning. **Positive relationships, consistent classroom expectations, proactive behavior modeling, and engaging instruction** are essential to reducing disciplinary incidents and supporting student growth.

Prevention Through Proactive Classroom Management

In alignment with the **WCPSS Classroom Management Strategy Briefing**, staff are expected to implement classroom management strategies that emphasize **student voice, consistency, collaboration, and structure**. Key components include:

- **Teach, Model, and Revisit Expectations**
 - Introduce school and classroom rules during the **first 10 days of homeroom**, using the schedule provided by administration.
 - Reinforce expectations routinely, particularly after breaks and transitions.
 - Use **co-created anchor charts**, class discussions, and protocols to guide behavior expectations.
 - Visibly post classroom norms and school-wide expectations.
- **Incorporate Student Voice**
 - Collaboratively develop class norms tied to schoolwide expectations.
 - Solicit feedback regularly on what's working and what needs adjustment.
- **Create a Structured, Supportive Environment**
 - Establish clear **routines and procedures** for transitions, group work, materials use, and independent work.
 - Use **affirmative feedback at a 5:1 ratio** to corrections.
 - Greet students at the door, use check-ins, and build relationships intentionally.
- **Plan for Engagement**
 - Effective classroom management stems from **purposeful, student-centered instruction**. Engaging lessons that offer voice and choice reduce off-task behaviors.



Tiered Response to Behavior

Discipline at WFHS follows a **progressive and restorative model**. Teachers are the first line of response, and administrators support deeper interventions when necessary.

Teacher-Level Response (Tier 1)

Staff should take the following steps when addressing non-emergency behavior:

1. **Redirect calmly and clearly** (using prepared scripts or body language as non-verbal cues).
2. **Privately conference with the student**, either at their desk or briefly in the hallway.
3. **Reinforce expectations** using positive language and model desired behavior.
4. **Document behavior patterns and interventions**.
5. **Contact parent/guardian** after class or school (required after 3 incidents or as appropriate).
6. **Record incidents in Infinite Campus (IC)**, including a summary of the behavior and parent contact.

! Do not send students to the Main Office for discipline unless directed by an administrator.

Administrative-Level Response (Tier 2/3)

If behavior persists or is severe:

- Submit a **detailed Infinite Campus (IC) referral** with documentation of prior interventions.
- **Note all parent contacts** and classroom strategies already attempted.
- Refer the incident to the **assigned administrator** (as listed in the staff handbook).
- For emergencies, contact the **Main Office** immediately for support.
- Do not call or text administrators directly during instruction unless it is a **safety or medical emergency**.

*****Only administrators may assign students to:**


- ISI (In-School Intervention)
- ALC (Alternative Learning Center)
- OSS (Out-of-School Suspension)

Administrative Disciplinary Actions May Include:

- Verbal/written warning
- Parent/guardian contact
- Restorative conference
- Behavior intervention plan



- Detention or after-school remediation
- ISI or ALC placement
- Suspension (OSS), per WCPSS policy

 Administrators prioritize minimizing classroom disruption. If a student is testing or needs to remain in class, notify the assigned AP immediately upon referral.

Reminders for All Staff

- Be **visible and proactive** during transitions, in hallways, and at dismissal.
- Do **not engage in public confrontations** with students; remain calm and redirect.
- Contact administrators for clarification on how to **implement restorative practices** or classroom coaching support.
- Maintain confidentiality and professional decorum when discussing student behavior.
- Reframe discipline as an **opportunity to restore, reteach, and reconnect**.

Hall Pass & Classroom Supervision

Classroom Teacher Reminders: Hall Passes and Supervision

Supervision & Accountability:

- Teachers are responsible for knowing the whereabouts of all students assigned to them during instructional time. Students should not be left unsupervised in classrooms, hallways, or common areas at any time.
- Students should not leave the classroom during instructional time without explicit teacher permission and a proper hall pass.

The 10-Minute Rule:

- No student may leave the classroom during the first or last 10 minutes of the class period. This protects instructional time and prevents congestion in hallways.

Hall Pass Use:

- Students must have a valid hall pass when outside the classroom. Passes should be filled out completely and individually; multiple names on a single pass are not permitted.
- Laminated reusable hall passes (provided by the school) should be used for routine trips (e.g., bathroom, office) and monitored for proper use. Students may not use permanent or reusable passes for other



destinations.

- Students must use the nearest bathroom to their classroom.

Permanent & Special Passes:

- Only students with documented permanent passes (e.g., Student Services, Behavioral Support Team “chill” passes) may retain those passes. All other passes must be collected by the teacher upon return.

Media Center Visits:

- Teachers escort their classes to the Media Center to reduce tardiness and ensure students arrive on time.
- Students who arrive late to the Media Center will be marked tardy to class.

Communication & Documentation:

- Teachers should call or email parents/guardians when a student has been tardy to class more than once to address concerns and document communication in school records.

Why these practices?

Research-based supervision practices highlight that:

- Frequent unsupervised time correlates with higher rates of misbehavior and lower academic engagement (Gregory et al., 2016).
- Hallways are the most common location of disciplinary incidents in high schools (Sugai & Horner, PBIS evidence).
- Clear procedures, consistency across staff, and prompt communication with families improve student behavior and reduce classroom disruptions (Marzano, 2003).



V. Instructional Responsibilities

Instructional Planning

The curriculum in Wake County Public School System is developed by teachers under the direction of a program specialist for the specific subject area. Most curriculums are developed to incorporate state-adopted curriculum (CMAPP) and provide an expansion and enrichment to meet the needs of the students in Wake County. All curriculum may be found on Canvas.

In order to meet the instructional needs of **all** students, the following classroom characteristics and practices should be reflected in each teacher's daily performance.

- Instruction is guided by a pre-planned curriculum (state and county curriculum/CMAPP/Other).
- Lessons are consistent across PLCs but tailored to the unique needs of each class/individual student.
- Incorporation of 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) in lessons.
- Marzano's research-based strategies are used, particularly reinforcing efforts and providing recognition, nonlinguistic representation, and cooperative learning.
- Bloom's Taxonomy is used in building structure to instruction and questioning techniques.
- Instructional groups formed in the classroom fit students' academic and affective needs.
- Objective, essential question(s), and agenda posted in every class.
- Classroom learning time is used effectively (with instruction always bell to bell).
- There are smooth, efficient classroom routines.
- Standards for classroom behavior are explicit, modeled, and are consistently and equitably applied.
- Students are engaged throughout the entire period.
- Instruction is clear and focused.
- Effective questioning techniques are used to build basic and high-level thinking skills.
- Review and re-teaching are carried out as necessary to help all students master learning material/objectives.
- There are high expectations for student learning.
- Incentives and rewards for students are used to promote excellence.
- Learning progress is monitored closely.
- Cougar Paws is used effectively to remediate and enrich students' understanding of curricular concepts.
- Obtain prior approval for guest speakers and video broadcasts.

Lesson Plan

- The classroom teacher bears primary responsibility for lesson plans.
- Plans should be written in a manner that would allow a peer or substitute teacher to understand and follow them.
- Lesson plans should contain clear and measurable goals.
- The Department Chair/PLC may be assigned a role in assisting with lesson planning techniques, lesson plan content, and lesson plan monitoring within his/her area.
- The principal and/or designated assistant principal(s) may bear the responsibility for monitoring lesson plans if such a situation warrants.
- Lesson plan books should be made available to the principal or assistant principal during an observation, walk through, or upon request.
- As a good practice, teachers should plan for no less than 5 days of instruction in advance.
- The substitute teacher is expected to follow the lesson plans that are provided.
- Emergency Substitute Plans are required each semester (**see ...Staff Absences section, p. 12**)



- **Short-Term Absences Requiring Substitute Teachers:** The classroom teacher is expected to have daily lesson plans for five (5) working days prepared and available to his or her principal. In emergency short-term situations when a teacher is absent, emergency lesson plans on file in the front office will be used.
- **Long-Term Absences Requiring Substitute Teachers:** The classroom teacher is expected to have daily lesson plans prepared for the first five (5) days of an extended absence. Further, identified instructional units are to be provided by the classroom teacher for all other days of paid leave. The units shall speak to content and objectives of the proposed instruction as well as available resources and proposed timelines and must be satisfactory to the principal. The teacher, at his/her option, may provide daily lesson plans beyond the first five (5) days of extended absence.
 - In long-term situations the principal may use other staff as indicated under “assumptions” to assist the substitute teacher in developing lesson plans from identified instructional units if the principal finds such assistance necessary and/or advisable. In any emergency situation, a substitute teacher is to be assisted with plans as necessary under directions of the principal.

Notes: Incomplete lesson plans or lack of lesson planning on the part of a teacher will be reflected in the principal’s evaluation of the teacher. In cases of long-term absences, the responsibility for marking papers, grading student performances, and computing grades is to be determined in each individual case by the principal of the school. The principal’s requirement of and acceptance of lesson plans are final.

Selection of Instructional Materials

Purpose:

This policy ensures that instructional materials used in Wake County Public Schools enrich the curriculum, respect cultural diversity, and meet age-appropriate learning needs. Materials must support educational goals and reflect a range of perspectives, learning styles, and academic rigor.

A. Principles Governing Selection:

Instructional materials are evaluated for their educational purpose, accuracy, appropriateness, representation of multiple viewpoints, and technical quality. Selection must consider equity, diverse representation, student engagement, and age suitability. School library materials also account for student interest and quality, while read-aloud texts require additional discretion and pre-approval by teachers. Principals have the authority to discontinue use based on these standards.

B. Core Instructional Resources:

Core resources are those used system-wide to meet state instructional standards for a grade or course. Selection is overseen by the central office under the superintendent. In the absence of district-provided resources, schools must select their own using supplemental selection procedures. Core resources can be reevaluated and removed only based on educational merit—not viewpoint objections.

C. Supplemental Materials:

These materials are used to enrich or extend instruction and are selected by school staff in collaboration with PLCs, MTACs, or leadership teams. Supplemental resources must be directly connected to the curriculum and follow the district’s selection principles. The school principal may refer any questionable materials back to the team for review.

**D. School Library Collection Materials:**

School library materials are chosen by qualified library personnel and the school's Media Technology Advisory Committee. Materials must support the curriculum and student interests. Ongoing review ensures outdated or inappropriate items are removed and relevant ones are replaced. Decisions to remove materials must not be based on viewpoint disagreements.

E. Acceptance of Gift Materials:

Donated instructional materials are reviewed using the same criteria as standard materials to ensure educational value and alignment with policy.

F. Challenges to Instructional Materials:

Parents/guardians have the right to review and challenge instructional materials. Concerns must be submitted following Policy 3210. Materials can only be removed for legitimate educational reasons, in accordance with First Amendment protections.

Student Evaluation & Grading

In the Wake County Public School System, we are 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.

The information below shares specific information about grading at our school. For more information on these practices, please contact: Mrs. Patty Edwards, Assistant Principal for Instruction at 919.554.8611.

Homework

The School Improvement Team at Wake Forest High School affirms Wake County Board of Education Policy 3135 and the associated regulations and procedures. Our staff adheres to the established policy included below with respect to the assignment and evaluation of homework assignments.

- Homework assignments will be specific and well-explained by the teacher.
- Homework assignments will be varied to help students with a diverse range of needs and skills.
- Homework should take no more than 30 minutes per subject and should take no more than 120 minutes total per night.
- When assigned, homework is required to be completed and will represent no more than 10% of the student's final course grade.

The following are grade/subject specific expectations for the completion and grading of homework:

- Homework is assigned according to the WCPSS Homework policy (3135)
- Homework must serve an academic purpose
- Highest percentage that homework can serve (No more than 10%)



Classwork and Assessments

The following are school-wide expectations for classwork and assessments and grade/subject specific expectations for the completion and grading of classwork and assessments:

- WFHS maintains a standard grading scale. Letter grades for a course follow the WCPSS grading scale of:
 - A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below
- Most courses operate on either a 40/30/20/10 or a 60/30/10 breakdown for individual class elements; some exceptions may include Advanced Placement and Honors CTE classes. The grading breakdown is consistent among each PLC. Each teacher's syllabus notes the grading for the course.
- Grades are assigned for work that serves an academic purpose and not for behaviors (signed papers, dressing-out, effort, etc.)

Retesting or Test Corrections (must be consistent throughout PLC):

- Academic courses maximum of 3 per grading period
- Honors courses maximum of 2* per grading period
- Advanced Placement courses maximum of 1* per grading period
- *Retests for Honors and Advanced Placement are cumulative.

Missed Work

Absences

Students must check with their teacher to determine due dates for work missed due to absences. Work turned in by this due date receives full credit. Special consideration will be given in the case of extended absences due to injury or chronic illness with appropriate documentation.

When lengthy absences (excused or unexcused) are anticipated, a parent may call the Attendance Office to secure make-up work or teachers may be contacted directly by email. Teachers have 24 hours to respond to requests for student work.

Late Work

Students are allowed to turn in late work up to 5 school days after the original due date for a minimum grade of 60% of earned grade up to a maximum grade of 80% of earned grade. After this date, late assignments will not be accepted. Assignments in the 10% category must be submitted by the original due date.

*****Note**

All assignments not submitted when grades are initially entered are entered as zeroes; grades will be updated as expediently as possible though grading current assignments will take priority.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.



The following are school-wide expectations for how we support prevention-intervention efforts:

- 30-minute Cougar PAWS intervention/enrichment (per week/per class) is built-in to our bell schedule for strategic support.
- Parent(s) are contacted as needed.
- ALC is utilized for remediation and academic support.
- Peer Tutors are utilized to support students in need.
- Saturday School is provided as needed.
- Mentoring Programs, including staff members, students, and community members, are provided to identified students in need.
- Grade reports are reviewed monthly by the Intervention Team to implement intensive support.
- Teachers adjust 1st/3rd quarter failing grades to a 50% if the student passes the 2nd/4th quarter to encourage the student that he/she can still pass the course.

Other

Group Work

- Every student's work should be scored on a rubric that evaluates their work within the scope to the entire project.
- Grades must be assigned by the teacher, although peer evaluation can be used as a tool.

Updating and Posting Grades

***Grades are to be updated and posted every Friday starting the second **Friday** of each semester.

Reporting Grades (Interims/Report Cards)

- Interim reports are issued to all students at the mid-point of each quarter. Report cards are issued to students each quarter.

Gradebook Requirements:

- All teachers must maintain a paper and electronic copy of all student grades.
- Teacher's grades should conform to Wake County's grading scales as noted in Grading Scale above.
- All Gradebooks must use **percentages (%)**, not points.
- Gradebooks must be consistent across PLCs.
- Grades must be maintained in Infinite Campus and updated each Friday at a minimum.
- Administrative approval is required prior to any student **receiving an incomplete**.
- The Gradebook must match the classroom grading policy as listed in the syllabus; administrators often need to interpret grades when a teacher is not available to explain the grade(s) entered and need to be able to easily understand the coding system used by the teacher.



Interim and Report Card Dates

Progress reports are a critical component of our student assessment strategy at Wake Forest High School. These reports are issued at the midpoint of each quarter, approximately 4.5 weeks in. It is mandatory that progress reports are provided to all students every quarter. To ensure that parents/guardians are kept informed of their child's academic progress, students are required to return these progress reports signed by a parent/guardian.

Traditional Calendar

*Interims (Week of)	Quarter Ends	Report Card
Q1 – September 22, 2025	October 31, 2025	November 7, 2025
Q2 - December 1, 2025	January 23, 2026	January 30, 2026
Q3 – February 23, 2026	March 27 2026	April 10, 2026
Q4 - May 4, 2026	June 11, 2025	June 11, 2026

Note: Progress Reports and Infinite Campus grades are NOT considered a fulfillment of a teacher's requirement to contact parents with academic concerns. Teachers must phone parents of students not demonstrating proficiency (required for grades below a D; recommended for grades below a C).

This structured schedule ensures that both students and parents/guardians are regularly updated on academic performance, allowing for timely interventions and support where needed.

Exams and End-Of-Course: All PLCs are required to administer common assessments and use common grading practices.

Per WCPSS policy:

- All local assessments and assignments will be aligned with state/district adopted standards and /or curriculum and be designed to appropriately assess student achievement.
- Appropriate and consistent evaluation of academic achievement shall employ formative and summative assessments to determine a student's level of mastery of curriculum objectives.
- Per State legislation, all final exams must be administered within the final ten instructional days of the school year for year-long courses and within the **final five instructional days of the semester for semester courses.** This includes teacher-made final exams.

Senior Exemptions: Only Seniors with a C average or higher in a class may be exempt from a final exam for that class. No senior can be exempted from state testing including End-of-Course Tests, CTE Post Assessments, state field tests, or other state-mandated assessments.

High School Grading Procedure-4 by 4 Block Schedule Schools

- In all courses with an End-of-Course test (English II, Math I, Math III and Biology) the **EOC test shall count as 20%** of the student's final grade.



- In **all courses without an End-of-Course test** (i.e., with CTE post-assessments, state common exams, or teacher-made exams), the **final exam shall count as 20%** of the student's final grade.
- A uniform process and formula shall be used to calculate students' grades.

Final Grade:	1 st Quarter Average	40.0%
	2 nd Quarter Average	40.0%
	Final Exam	20.0%

*****Final Grade** = $.40(1^{\text{st}} \text{ Quarter Average}) + .40(2^{\text{nd}} \text{ Quarter Average}) + .20(\text{Final Exam Grade})$:
(The 3rd & 4th quarter averages will be used to calculate the second-semester final grade.)

Honor Code: In accordance with the Wake County Board of Education Code of Student Conduct (Policy Code 4310) regarding academic integrity, Wake Forest High School follows the following guidelines regarding academic integrity:

Prohibited Behavior

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.

Cheating includes, but is not limited to:

- a. copying from another student's examination, assignment, or other coursework with or without permission;
- b. allowing another student to copy work without authorization from a teacher or administrator;
- c. taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf; *
- d. using notes or resources in any form, including written or online, without authorization;
- e. sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through the use of notes, scratch paper, social media, or any type of written, oral, or electronic communication.

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.

Plagiarism includes, but is not limited to:

- a. copying text, images, charts, or other materials from digital or print sources without proper citation;
- b. intentional misrepresentation of work as your own by paraphrasing of items from digital or print sources without proper citation;
- c. using translation tools or resources to translate sentences or passages without permission;
- d. using a thesis, hypothesis, or idea obtained from another source without proper citation.



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.

Falsification or deceit includes, but is not limited to:

- a. falsifying another person's name on a school-related document such as a test or report; *
- b. buying or selling test questions or answers; *
- c. copying secure test materials and providing the materials to others; *
- d. paying for or receiving anything of value to complete a school assignment. *

Consequences for Violations

Staff will intervene and reeducate students to promote positive change in student behavior through the following consequences for violations of the Wake Forest Honor Code:

- o 1st offense
 - Teacher creates a discipline referral in Infinite Campus (IC): Level II-1 integrity
 - Teacher allow students to make up assignments during lunch or after school with that teacher for up to 70% of the grade.
 - Teacher notifies parent in writing via USPS/email
- o 2nd offense
 - Teacher creates a discipline referral in Infinite Campus (IC): Level II-1 integrity.
 - Teacher allows students to make up assignments during lunch or after school with that teacher for up to 50% of the grade.
 - Teacher contacts the parents by phone.
- o 3rd offense
 - Teacher creates a discipline referral in Infinite Campus (IC): Level II-1 integrity
 - Student receives one day ISI from administrator
 - Student receives an automatic ZERO on the assignment
 - Teacher emails the student's counselor and administrator to set up a mandatory conference with the student's parent, counselor, administrator, and all teachers.
- o All future offenses
 - Teacher creates a discipline referral in Infinite Campus (IC): Level II-1 integrity
 - Student receives an automatic ZERO on the assignment
 - Student receives one day OSS from administrator

***Consequences for Prohibited Behaviors detailed in #1C and #3A-D in the School Board Policy on the previous page differ from the above and are dealt with by an administrator.**

Please note that offenses are cumulative for the duration of the student's enrollment at Wake Forest High School. Example: If a student violates the Honor Code with two different teachers during the fall semester of his or her sophomore year, the violations constitute a first and second offense; a subsequent offense during the student's enrollment through graduation would incur the consequences of a third offense.



Other Teacher Expectations

Classroom Visitors: Former students should not visit the classroom during the school day (7:15 a.m. – 2:20 p.m.) Prior approval is required for all guest speakers. See Mrs. Edwards for the *Request for Prior Approval for Guest Speaker* form.

Contacting Parents: It is the teacher's responsibility to keep parents informed of student progress and student behavior. Infinite Campus grades must be kept current (updated at a minimum of every Friday); however, not all parents access PowerSchool. It is the teacher's responsibility to make direct contact with a parent for any student having academic issues, attendance issues, and/or behavioral issues. Updating Infinite Campus does **not** fulfill the parent contact requirement. Parents who are kept informed are much more supportive and instrumental in the student's educational process.

Faculty & Staff Dress Code Policy:

Aligned with WCPSS Board Policy 7340: Employee Dress and Appearance, all employees of the Wake County Public School System are expected to serve as role models for students and as professional representatives of the school community. In alignment with Board Policy 7340 and local school expectations, Wake Forest High School faculty and staff shall maintain a standard of dress and appearance that reflects professionalism, supports a positive learning environment, and upholds safety and health standards.

General Expectations:

- All staff members must be neatly, professionally, and appropriately attired based on the nature of their work and role within the school.
- Employee dress must not disrupt the educational process, detract from a professional environment, or compromise safety or hygiene.
- Staff attire should meet or exceed student dress code standards.

*****Jeans are only permitted on Fridays when worn with Cougar spirit wear.**

Inclusive and Equitable Dress Guidelines:

- Dress code expectations must be gender-neutral and nondiscriminatory.
- Permissible hairstyles and cultural attire include, but are not limited to: braids, locs, twists, afros, cornrows, Bantu knots, headwraps, geles, and other natural or protective hairstyles.
- Reasonable accommodations will be made in accordance with health, safety, religious, or legal requirements.

Scent Sensitivities:

Staff should be mindful of others with sensitivities or allergies and limit the use of strong scents including perfumes, colognes, lotions, and air fresheners.

**Supervisor Discretion:**

School administrators and supervisors are authorized to interpret and enforce dress code standards. Determinations regarding inappropriate or unprofessional attire will be made with consideration to:

- The nature of assigned duties and level of public or student interaction;
- Compliance with safety and health requirements;
- Adherence to established school or departmental guidelines.
- If a staff member's attire is deemed inappropriate, distracting, or unsafe, the supervisor may:
- Counsel the staff member on appropriate alternatives;
- Require the employee to change attire before returning to work;
- Issue further disciplinary action for repeated or blatant violations, up to and including dismissal.

Emailing Students: All WCPSS staff and students **must** use WCPSS e-mail accounts for student-to-teacher e-mail communication in order to comply with Board Policy 3225/4312/7320, *Technology Responsible Use*; Board Policy 4040/7310, *Staff-Student Relations*; and, the Children's Online Privacy Protection Act (COPPA). Note that WCPSS policy dictates that you may NOT reply to students emailing you from other addresses.

Films Shown in School: The Wake County Public School System supports the strategic use of media to enhance the instructional program. Federal legal guidelines have been established to facilitate the appropriate selection and utilization of the medium. Individual faculty/staff members and building administrators have the responsibility for implementing these guidelines. By law, when a teacher shows any film that does not include "public performance rights" he or she must comply with the "Fair Use" provision and Chapter 1, Section 110 of the U.S. Copyright Act. The following is a summary of the guidelines from those documents. Films shown in school must:

- Be used by teachers in the course of "face-to-face" instruction with students.
- Be directly related to the curriculum and the current instruction.
- Be correlated to instructional objectives.
- Be shown in the normal instructional setting.
- Be "lawfully" made: the teacher has not duplicated a copy in violation of Fair Use, without the permission of the copyright holder.
- Not be used for extra-curricular, reward, recreation, or before or after school use.
- Not be used for fund-raising. No admission should be charged for a film showing.

Films other than those from the school library media center, grade level/department collections, or Wake County School System's central video collection (including films on YouTube or similar sites) must have prior approval from the principal or designee before broadcast for student viewing using the [Request for Prior Approval for Showing Films in School form](#); this form can be found in the Shared Google Drive (in the 2022-2023 Important Document folder).



Classroom Impact:

- Follow the above Fair Use provisions.
- Use of feature films, not originally intended for educational use, can cause problems even when they are used appropriately in the school setting. Movies not rated G have some material to which a parent may object. You should consider the content of the film, the age and maturity of the students, its importance to the curriculum, and the preparation the students have had beforehand. If all students meet the age requirement but the content is controversial, permission slips are recommended. Extreme care should be used when you consider showing films rated PG-13 or R.
- A parent permission slip is needed for any film in which all students do not meet the age requirement of the MPAA rating.
- If you record a video from a regular, commercial, or “free” network you must apply the Fair Use guidelines. The video may be shown once within ten consecutive school days and may be repeated once within the same ten-day period.
- Select titles that are aligned with the North Carolina or school-based curriculum.
- Carefully choose segments of a film that are applicable to the instructional content. It is not recommended to show a film in its entirety.
- Introduce the film and explain the curricular connection.
- Pause to stop the film to emphasize points and to encourage interaction.
- Provide a culminating or follow-up activity to reinforce the instructional content.
- Parents, students, or guest speakers showing a film in the classroom must also complete the Prior Approval form and co-sign with the teacher and principal or designee.

Please see the Media Specialist if you have questions about fair usage.

Hall Duty: Teachers are expected to stand outside their classroom doors from 7:15-7:20, during each change of class, and during dismissal to monitor students’ behavior in the halls.

Intercom Phones:

Students are **not** allowed to use/answer the intercom phone (“chirpy” phone).

Please follow these instructions to make calls:

- To get an outside line – dial 98 wait for the dial tone then dial 9 and the number. For Example, 98-9-919-435-9400
- To make a phone call within the Wake Co. School System dial 98 plus the last five digits of the telephone. For Example: 98-48611
- You may also use the phone to make a room-to-room phone call within the school building; dial “*” and the 4-digit room number. For example, *1000

Media Center: The media staff is available to assist students in locating and using materials and resources.

Scheduling a Class: Please meet with a Media Specialist to schedule Media Center time. Available to classes are:

- Computers
B&W laser (free) & color laser printer (.50 per color sheet)
- Scanner

**Cougar Paws:**

During Cougar Paws, teachers may send a maximum of three students to the Media Center with a **Pass and a Purpose** (class assignment/project to work on; each student must be named on the pass). If the Media Center already has three classes scheduled and those classes are spending their Cougar Time in the Media Center, rather than returning whole classes to their classrooms, students sent with passes will be sent back to their classes.

Students Coming from Class:

- The maximum number of students you may send is 5.
- Each student must bring an individual pass signed by the sending teacher. Teachers must phone prior to sending students to ensure there is room available.

Students Coming during Lunch:

Students may visit the Media Center during their lunch period. If students come straight to the Media Center at the bell, they do not need a pass. Any student who needs to go to the cafeteria for lunch and then visit the Media Center must have received a Media Center lunch pass from the Media Center prior to the lunch period. Students must remain in the Media Center during lunch until the bell rings for dismissal.

English Supplemental Books:

The Media Center handles the processing, maintenance, and checking in/out of supplemental books (print and digital) for English classes. Please make requests to our media coordinators Rachel Bentley or Christina Kastendike at least 48 hours in advance.

Hours of Operation:

Monday and Friday 6:30 AM – 3:15 PM

Other Services:

- Video/DVD collections
- Electronic databases for research
- Professional print collection
- Instructional Technology Support
- Lamination – 25” wide, no staples, name/identify it’s yours
- Computer/LAN problems/Outlook (email)/ Network logins/general computer problems, contact: Rachel Bentley or Christina Kastendike

Meetings: Teachers are required to attend all staff meetings, PLC meetings, IEP meetings, and/or other prescheduled meetings.

Office Hours for Teachers: All teachers will post a schedule of after-school availability for students. Posted tutoring times/office hours should be a minimum of once a week. Be accountable for this time.

Occupational Safety and Health Act (OSHA) Requirements: Please familiarize yourself with the following occupational exposure to bloodborne pathogens procedures:

- Our Exposure Control Plan and forms for reporting occupational exposure to bodily fluids are located in the main office.
- Custodians are trained and equipped to dispose of bodily fluid spills. Contact the nearest custodian or the main office to report spills.



- Safety supplies have been placed in high-risk areas. Main office personnel, athletic trainers, physical education teachers, special education teachers, and vocational shop teachers must keep these supplies readily available and accessible.
- Each staff member was issued latex gloves. Additional gloves and supplies may be obtained from Mr. Davis.
- Yearly update training is conducted during a designated staff meeting.
- Report any possible bloodborne pathogens exposures directly to Mr. Davis immediately; do not email information.

Parent Conferences and/or IEP Meetings:

Parent conferences are scheduled to accommodate the majority of the staff. When given reasonable notification, attendance is mandatory; staff members are expected to be available and present. These activities or commitments are part of your duties and responsibilities.

The following parent-teacher conference best practices will assist the staff in conducting pleasant, productive conferences:

- Prepare for the conferences in advance; have work samples to share
- If addressing an ongoing issue, be sure to have contacted parents about the issue prior to the conference
- Avoid becoming defensive when parents ask clarifying questions or question your judgment
- Maintain an open mind to parents' suggestions
- Listen to what the parents are saying (verbal and nonverbal) before responding; remember they are experts on their child and are advocating for the child
- Identify the real issue; avoid overwhelming parents with irrelevant information and the use of jargon; explain any "education" terms/acronyms used
- Disclose information regarding a given student with his/her parents only. Discussing other students with anyone other than their parents violates the Family Educational Rights and Privacy Act (FERPA)
- End on a positive note and follow up on commitments
- If appropriate, follow up with an email noting the conversation and listing the follow-up agreed upon to document the discussion

Posting Material in School:

Posting of material is to be done at designated posting locations. This is for any material within the school building. No one should post material on windows or doors at any time. Designated locations for posting will be denoted by a sign. Material to be posted must be approved through Mr. Jones only. Once approved, material may be posted within four feet (left or right) of any designated posting location. Please remove all posted items once events/dates have passed. Items posted that have not followed policy will be removed.

Safety Routine and Reminders:

Please make the following procedures a part of your daily routine.

- Classroom door windows are to remain uncovered except during lockdowns/lockdown drills.
- Lock your door(s) each time you leave the room unoccupied; lock all windows/doors when you leave at the end of the day.
- Check your room each morning when you arrive. Report anything unusual about your room to the office.
- Never let students use your keys for any reason. Never leave students unattended in your room.
- All exterior doors are locked at all times. Visitors must "buzz in" at the front door. Staff may access the building using their IDs (issued at the beginning of the 2018-2019 school year or upon hire) at the card



readers located at the following doors: front, media, 1600, main gym, and 0300. If you have issues with the reader not recognizing your ID, see Ms. Victoria Davis.

Material Safety and Data Sheets (MSDS) must be on site for all cleaning materials and chemicals used at the school. Teachers should not bring and use cleaning materials that are not approved by WCPSS. Please address your cleaning needs with a custodian or see Mr. Jones. If you do have any store-bought items in your room such as air fresheners, cleaners, etc., we are required to have the current MSDS in the office, so please follow these steps:

- Call the customer service number located on the item packaging.
- Tell them you work for a high school and need a MSDS for the item.
- For convenience, have them fax the MSDS to Mr. Jones directly at 919-670-4378. (NOTE: Be sure they include your name in the message on the cover page so that we know which room the substance is being used in.)
- Mr. Jones will let you know via email that he has received the MSDS for your particular item.

There are stiff fines that go along with not having proper MSDS documentation. To avoid any issues, it is best to simply ask our custodial staff for any materials that you are planning to use for your room. All materials that they provide you are already covered by an MSDS.



School Trips Policy

1. Planning and Approval

- Teachers must review all relevant school trip policies and consult directly with AP Smith at least six weeks prior to any planned trip.
- Refer to the School Trip Planning Process documents that AP Smith has emailed to staff.
- Review the WCPSS Transportation Department's school trip information on the [WakeConnect Field Trips website](#).
- No school trip will be scheduled within thirty days of first or second-semester exams.
- All school trips require approval from the School Improvement Team.

2. Documentation and Deadlines

- School trip forms, including the School Trip Request Form, Safety/Medical Plan, and trip agenda, must be submitted to Ms. Smith by September 13, 2025.
- Student Medical/Parent Consent forms must be submitted to AP Smith no later than 30 days before the scheduled trip date to meet the school nurse's deadlines.
- All teachers submitting a school trip request must review the Board of Education's school trip policy.

3. Communication

- The teacher organizing the trip must provide an alphabetized list of participating students, including their grade levels, to all teachers and administrators via email at least one week before the trip.

4. Consequences for Non-Compliance

- Failure to adhere to the proper procedures and deadlines may result in the cancellation of the trip and/or a review of the teacher's permission to plan and lead future school trips.

5. Appeals

- Appeals from parents or students regarding the denial of permission to attend a trip will be heard by the assistant principal in charge of school trip coordination.



Student Wellness: Policy 6140

Purpose:

Wake Forest High School supports student wellness, proper nutrition, and physical activity as integral components of academic success. In alignment with WCPSS Board Policy 6140, WFHS promotes a school environment that enhances students' health and well-being and complies with state and federal guidelines.

Key Guidelines for School Staff and Classrooms

A. Snacks and Food Provided at School

- All snacks and beverages provided during the school day (defined as midnight through 30 minutes after the dismissal bell) must be commercially prepared and meet the Smart Snacks in Schools standards.
- Homemade snacks are not permitted for classroom distribution.
- Food and beverages must not be used as rewards or punishments for academic performance or behavior.

B. Food Sales and Fundraisers

- Fundraisers involving food and beverages are prohibited during the school day (midnight to 30 minutes after dismissal).
- Competitive foods (those sold outside the USDA school meal programs) must meet Smart Snacks nutrition standards. This includes items sold through vending machines, school stores, and a la carte lines.

C. Nutrition Education and Promotion

- Nutrition education is embedded in the Healthful Living curriculum and guided by the NC Essential Standards.
- Staff are encouraged to promote consistent nutrition messaging across the school environment and engage families in supporting healthy habits.

D. Marketing of Food and Beverages

- Any food or beverage marketing displayed during the school day must align with the Smart Snacks in School nutritional standards.

E. Encouraging Healthy Fundraising and Celebrations

- Staff and clubs are encouraged to explore non-food-based fundraising alternatives such as merchandise sales, community events, or physical activity-based events (e.g., walk-a-thons).
- Classroom celebrations should minimize or avoid food. When food is used, it must comply with Smart Snack guidelines and be commercially packaged.



Additional District Supports

WFHS follows the guidance of the WCPSS School Health Advisory Council, which monitors, evaluates, and supports wellness initiatives.

Wellness education extends beyond the classroom to include student engagement, family partnerships, and community involvement.



Social Media Guidelines and Practices

Refer to WCPSS Employee Handbook pp. 27, 40–41, and 44 for details.

Aligned with WCPSS Board Policies: 4040/7310, 3226/4205, 3225/4312/7320, 2313/3013/4013, 4700, 4705/7825, 1710/4021/7230, 1720/4015/7225, 2305/3005/4005

Professional Conduct and Online Presence

Employees must always demonstrate professional judgment and ethical conduct when engaging in any form of electronic communication or online activity. Posts, comments, or shared content—regardless of privacy settings—are a direct reflection on Wake Forest High School and the Wake County Public School System (WCPSS).

- **Think before you post:** Even “private” content can be captured and shared. Assume that anything posted could be seen by students, parents, or district staff.
- **Professionalism:** You are expected to uphold Board Policy 2305/3005/4005 regarding ethical conduct and integrity. Demeaning, harassing, or unprofessional online behavior may result in disciplinary action.

Staff-Student Electronic Communication

Per Policy 4040/7310:

- Do **not** use personal social media accounts to interact with students.
- Use only **school-controlled communication platforms** unless written approval is granted by both a **supervisor and parent/guardian**.
- **Disappearing messages** (Snapchat, Instagram stories, etc.) are prohibited for any student interaction.
- Keep all communication with students strictly professional, with documented educational purposes.

Use of WCPSS Technology and Resources

According to Policy 3225/4312/7320 and R&P 2313/3013/4013:

- Personal social media use is not permitted **on school devices, school Wi-Fi, or during work hours**.
- Never use WCPSS equipment or email to manage personal social media accounts.

Privacy and Security

- Use **strong passwords** and secure your accounts.
- Avoid allowing students or parents access to your private social media profiles.
- You are responsible for all content associated with accounts you manage or control.



Posting Guidelines

DO NOT:

- Post confidential student, coworker, or school-related information (including student accomplishments, photos, or names without signed parental consent per Policies 4700 and 4705/7825).
- Comment on or interact with student or parent social media content unless it is a **personal family relationship**.
- Share or repost any content that may be perceived as inappropriate, offensive, discriminatory, or inflammatory.
- Allow or ignore inappropriate comments or posts by others on accounts you manage.

School-Affiliated Social Media Accounts

- School-related social media accounts must be **separate from personal accounts**.
- Must have a **clear educational purpose**, be approved by a school administrator, and follow branding and communications standards.
- All content should align with the educational mission and values of WCPSS and WFHS.

Reporting Responsibilities

- Report any student-related safety concerns or inappropriate online behavior to an administrator immediately (see Policy 3226/4205 – Internet Safety).
- Do not engage in online conflict with students or parents. Direct issues to the appropriate administrator.

Reminders for All Staff

- Maintain a professional and positive image of WFHS and WCPSS in all communications.
- Uphold expectations listed in the WCPSS Code of Ethics (Policy 2305/3005/4005).
- Violation of these guidelines may result in disciplinary consequences.



VI. Bookkeeping/Accounting

Fundraising and Solicitation

No club, class, or organization may engage in fundraising or solicitation of any kind without prior written approval from the principal.

General Collections

***WCPSS is highly encouraging us to go cashless/checkless. School Cash Online will be used for students to pay fees, dues, parking, tickets, ect. When you need an item set up you will need to talk to Mrs. Cook, you will be given a QR code that can be shared with students/parents to make payments. The parent/student must create an account using the student's id number. Fees can be set up and directed to only those students who need to pay the fee.

If you choose to collect money- please talk to Mrs. Cook PRIOR to doing this.

Receipt all money collected: Receipt books will be issued to teachers as needed. All money collected must be turned in to the treasurer daily. (Must use WCPSS issued Receipt books.)

Procedures for Turning in Money:

- Ensure all money received is documented via a receipt.
- Sort and count the money.
- Prepare a Collector's Daily Report for all monies collected. For amounts \$20.01 or under, use Form 1823.
- Turn in money, receipt book, or Form 1823 and the Collector's Daily Report by the end of the third period or sooner. Money and receipts must balance. If you have extenuating circumstances, speak directly with Mrs. Cook.
- The treasurer will issue a receipt for your total deposit, which will be stapled in your receipt book. Do not remove the treasurer's receipt.

Expenditures

Approval Process:

- All requests must be presented to the department chair, who will contact Mrs. Cook for proper purchasing procedures.
- Reimbursements will only be made with **prior approval** from the principal.
- Reimbursements for shipped items can only be made for items shipped to the school. Items shipped to a home address cannot be reimbursed.
- Original receipt, invoice, packing slip, and/or proof of payment are required for all reimbursements. These items **MUST** be turned into Mrs. Cook within 1 week of receipts if you wish to be reimbursed.
- Large orders (equipment, lab supplies, even t-shirts for clubs)- if any order reaches over \$2499, we must bid it out and submit a purchase order request to accounting **BEFORE** the order is made.



Use of School Procurement Card (PCard):

- Any one who requests to use the school PCard, must sign the Purchase Card Agreement, as well as Mrs. Thomas. This must be done each school year.
- If you check the card out, you **MUST** not give the card to anyone else, including other staff members, as they may not have an agreement on file and any purchases they make will be against you.
- When you return the card, you **MUST** turn in the receipt and it should be signed.

General Classroom Supply Information

- **Student Supplies:**
 - The school does not provide student supplies such as paper, pencils/pens, or card stock.
 - See Student Services if students need supplies.
- **Sharing and Recycling:**
 - Share class sets of supplies as appropriate.
 - Recycle and reuse when possible (e.g., file folders, binders).
- **Supply Requests:**
 - Email supply requests to Kimberly Cook at kcook2@wcpss.net - basic supply request can be filled without using departmental funds.
 - If supplies will not fit in your box, they will be in the back hallway, you will be notified by email when your items are ready for pickup.
 - Request supplies at least 4 days in advance, most request can be met quickly, but at times an item may have to be ordered.
 - Utilize the warehouse catalog for department supplies when possible.
 - For multiple supplies for class projects using department funds, inform Mrs. Cook as soon as possible as warehouse orders can take 3-5 weeks for delivery.

Gifts to the School System

- **Approval and Reporting:**
 - All gifts must be reported to and reviewed by the WCPSS Board of Education. Contact Mrs. Cook before accepting any gift for the school. She will follow district procedures on behalf of the school.
 - A summary of gifts is presented to the Board of Education each month for approval. School secretaries or bookkeepers manage receipting and logging gifts/donations for their school.
- **Donor Acknowledgment:**
 - Donations should be receipted following Fund 6 guidelines.
 - Donations under \$25 should be tallied monthly and entered as a one-time miscellaneous donation for that month. Names and addresses of donors are not required for miscellaneous donations.
 - Donations of \$25 or higher must reflect the individual donor.
- **Special Installations and Equipment:**



- Approval from the WCPSS Director of General Services is required for special installations (e.g., playground equipment) and vehicle donations.
- The principal is responsible for science equipment and materials. All equipment and supplies must be fully described, and safety inspections must be conducted before acceptance.
- No chemicals shall be accepted in opened containers. Complete inventory details must be provided for chemical donations.
- Computer donations must meet current standards specified by the WCPSS Technology Department.

Any questions regarding bookkeeping/accounting/supply request should be directed to Kimberly Cook.



VII. Crisis Events

Student Accident/Illness: The teacher is responsible for carrying out the following procedures:

- Notify administration yourself by calling the main office or sending a student or an available teacher.
- When properly trained, take appropriate first aid measures.
- The administrator will notify the parents. If an administrator is not available, the classroom teacher will make the call.
- See that the remaining students are in the care of a responsible person.
- If EMS is needed, the administrator will make the request. If he/she is not available, the teacher in charge will make the request. **The office staff will place the 911 call.**
- If parents cannot be reached, the teacher will use his or her best judgment.
- It is the responsibility of the teacher to continuously observe a student who has been injured and remains at school.
- Remove uninjured students from the scene as soon as possible.
- Complete a Student and Visitor Accident Report (Form 2903; an app in your WakeID Portal) and submit it online; email Ms. Victoria Davis to let her know this was completed.

Employee Injuries:

- When properly trained, take appropriate first aid measures.
- Report to school administration/main office.
- Complete employee injury report and submit it to Ms. Victoria Davis .

Fire Drills: The signal for a fire drill is a repeated series of three long alarm sounds. In case of power failure, the signal will be a series of three short blasts from the manual supersonic horn. It is the teacher's responsibility to review procedures of evacuation with students prior to the first drill of the year (and reminders given throughout the year). We will have a drill during the first five days and at least one every month of school thereafter.

- Students are asked to adhere to the following procedures:
- Line up quickly at the door upon hearing the signal.
- Those responsible should close all windows and doors and see that the lights are out.
- Classes should move briskly and in single file along their exit route.
- There should be no talking, yelling, or horseplay while moving out of the building.
- Classes should go to the predetermined location outside and remain there in a single file until the bell rings to return to the building.
- Since no one is sure of an actual fire, staff and students should react each time with an attitude of seriousness.
- Teachers are to take their classroom roll books/grade books and their red bags with them at this time and check roll once students have reached the evacuation location. Teachers should continue to supervise students. Do not allow any student to go to their personal car or off campus.
- Any student who requires use of an elevator is to report to the closest Area of Rescue; a teacher should remain with student(s) in the Rescue Area (be sure to arrange for another teacher to monitor class outside); the administrator sweeping the area will alert the Emergency Personnel in the event of a real emergency. Do



NOT allow any student to use the elevator and no injured students (on crutches, etc.) should attempt to navigate stairs even during drills.

A copy of an **Evacuations Map** is to be posted in each classroom. Please notify Mr. Jones if your classroom is ever in need of an evacuation map.

Tornado/Severe Weather Drills: We will participate in tornado drills yearly. Please read and follow these directions carefully.

- Locate and review with your students the pertinent parts of our Severe Weather Plan.
- Notify each of your classes where they should assemble during a drill according to the map and classroom assignment list.
- Explain to your students the proper position they should assume in the case of an actual tornado or severe storm. (Crouch on knees and elbows with hands over back of head.)
- The signal for a drill, or actual storm, will be either a verbal notification over the intercom or a continual bell. One long bell will signal the end of the drill.

A copy of the Severe Weather Procedures is to be posted in each classroom. See page 33 for the Severe Weather Shelters map.

EMERGENCY EVACUATION ROUTES FOR FIRE ALARMS/DRILLS:

LARGE AREAS:

Administration - Exit through the nearest door or go to the staff parking lot.

Auditorium - Exit through front or side door and proceed to bus loop

Gym and Aux Gym - Exit through nearest door and proceed inside the stadium bleachers

Cafeteria - Exit out the front doors and proceed to the bus loop.

Student Services - Exit building by rear stairwell, proceed to rear of staff parking.

Media Center - Exit through door by entryway, proceed to rear of student parking deck lot

SCHOOL HALLWAYS:

0200 HALL - Exit out of 200 hall to "**South**", out of the building, move students to the middle area of the front parking lot.

1200 HALL (**North** side) - Exit the building by down to 1100, exit through the door, through the breezeway and move to the rear of the staff parking lot.

0300 Hall - Exit at the end of 0300, move through the breezeway and move to the rear of the staff parking lot.

1300 Hall (**East** side) - Walk to the main lobby and exit the building through the front door, move to the rear of the staff parking lot.

1300 Hall (**West** side) - Walk to exit stairwell, down one floor move through breezeway to baseball field

0100 Hall - Exit through the front lobby doors and move to the rear of the staff parking lot.

1100 Hall (**West** side) - Exit through the stairwell, out exterior doors and move to the rear of the staff parking lot.

2100 Hall (**East** side) - Exit through the front lobby doors and move to the rear of the staff parking lot.

2100 Hall (**West** side) - Exit through the stairwell, down two floors out exterior doors and move to the rear of the staff parking lot.

1700 Hall (**East** side) - Exit through 1800 hallway, proceed to the lower parking area near tennis courts.

1700 Hall (**West** side) - Exit through the 1700 hallway exterior doorway, proceed to the lower parking area near tennis courts.



Band Room - Exit out the rear of the classroom, exterior doors, proceed to the baseball field.

1800 Wing - Exit to the nearest door and proceed to the student lower parking area, near tennis courts.

1900 building - Exit to front of building proceed to stadium seating.

Four Story Building Tower:

1600 (**North** side) - Exit through exterior door end of hall near parking deck, proceed to back of deck.

1600 (**South** side) - Exit through exterior door end of hall near walk along 4 story, proceed to back of deck. A few classes are directed to the athletic bus parking area.

2600 (**North** side) - Exit through door at end of hall near parking deck, down stairwell, proceed to back of deck.

2600 (**South** side) - Exit through door at end of hall near faculty lounge, down stairwell, proceed along 4 story, proceed to back of parking deck area.

3600 (**North** side) - Exit through door at end of hall near parking deck, down stairwell, proceed to back of deck.

3600 (**South** side) - Exit through door at end of hall near faculty lounge, down stairwell, proceed along 4 story, proceed to back of parking deck area.

4600 (**North** side) - Exit through door at end of hall near parking deck, down stairwell, proceed to back of deck.

4600 (**South** side) - Exit through door at end of hall near faculty lounge, down stairwell, proceed along 4 story, proceed to back of parking deck area.

Fire extinguishers are located throughout the school building. All teachers are required to locate the nearest extinguisher and mark this location on the Fire Escape Route Map. No staff member should ever remain behind during a fire to use a fire extinguisher; however, if the need arises for a staff member to use a fire extinguisher, they are easy to operate:

1. Pull pin from handle.
2. Point nozzle in desired direction.
3. Hold the tank and press the lower handle upward.

NOTE: Extinguishers do not last more than a few seconds, so cover the fire area rapidly. Fire alarms are located through the buildings. Teachers, please locate the fire alarm (pull station) closest to your classroom. If you need training on how to use a fire extinguisher, please see Head Custodian - Ms. Carolyn Walker.

Lockdown Codes and Procedures:

- **CODE RED:** This means there is an immediate threat to the school.

During CODE RED (drill or real):

- o Move everyone into the nearest secure room
- o Lock all interior and exterior doors
- o Cover window on door with door cover (should remain on door—beside window—ready for use at all times)
- o Turn off all lights
- o Move away from windows and doors
- o Leave blinds open (open blinds if closed)
- o Everyone is to crouch down out of sight and remain quiet/silent
- o If there is an emergency in your room, place a red card in the window AND on the outside of the door

- **CODE YELLOW** This is a “community lockdown” in which the danger is located in the community.



During CODE YELLOW (drill or real):

- o Outside activities should cease
 - o Students and staff should move into the building
 - o All exterior doors to the campus are locked
 - o No one should leave classroom without direct instruction of school administration
 - o Classroom instruction may continue
- **CODE GREEN:** The lockdown is over and normal school activities are resumed.

NOTE: If there is no glass window in the classroom door, the red emergency card should be taped/affixed to the outside of the door. If the situation makes this unsafe, the card may be carefully slid under the door into the hallway. (Cards slid under doors make it difficult for emergency responders to readily identify which card came from which room; use this method only in extreme cases.)

It is important to remember that even during a lockdown drill all of the appropriate steps need to be taken. It is imperative that staff and students be prepared in the event of a true emergency.



Wake Forest High School

VIII. Bus Check Out Cost Form

Use of WFHS buses for use other than Athletics, are charged at the rate of \$2.86 per Mile.

These funds go toward the maintenance and repair of our buses.

*** Please fill out the information below and return to Kim Cook for Invoice to be created.

Faculty Member Name: _____

Name of Activity: _____

Address of Event:

Street #	Street Name	City	Miles from school

Invoice Needed- if so who is responsible for paying (Invoice will be emailed to faculty member.)

Club/Field Trip Class to be Charged _____