PARKLAND MAGNET HIGH SCHOOL
STUDENT HANDBOOK
2020 – 2021

PARKLAND MAGNET HIGH SCHOOL
Spencer Hardy, Principal
1600 Brewer Road
Winston Salem, NC 27127
(336) 771-4700
Welcome
The 2020-2021 school year promises to be a great one. The Parkland faculty, staff, and administration look forward to working with you to make the year a successful educational journey. We encourage you to work hard and excel academically. We also encourage you to become involved in one or more of the many extracurricular activities offered at Parkland. Have a great year!
  Spencer Hardy, Principal

ABOUT YOUR 2020 – 2021 STUDENT HANDBOOK
Students are responsible for reading, being familiar with, and abiding by all policies, rules, and regulations in this handbook.

Parkland Magnet High School Mustangs are expected to:
  - Be On Time
  - Be On Task
  - Be Prepared
  - Be Respectful
  - Be Honest

Winston-Salem Forsyth County Schools
Mission
Winston-Salem/Forsyth County Schools will engage all students in high-quality, relevant learning experiences so they graduate with interpersonal, academic, and workforce skills to compete globally and contribute to society.

Vision
Winston-Salem/Forsyth County Schools will be the best place to learn and work through excellence, collaboration, and inclusiveness.
PARKLAND MAGNET HIGH SCHOOL

Mission
The mission of Parkland Magnet High School is to equip students with the skills necessary for success in the 21st century.

Vision
The mission of Parkland Magnet High School will be realized by building a community united in a quest for knowledge and purpose that values diversity and individuality, emphasizes integrity, respect, responsibility and accountability, and equips students with skills for the 21st Century and for success in a global society.

Philosophy Statement
“We are Parkland Magnet High School. One Mission. One Vision. One Community.”

Schedules and Calendar
REMOTE LEARNING SCHEDULE
CLASS TIME: 75 MINUTES
BREAK: 15 MINUTES

Monday-Thursday
1st period –
   Synchronous Face to Face Instruction 9:00 am – 9:45 am
   Asynchronous
   On Your Own Working Time 9:50 am – 10:15 am
2nd period – 10:30am – 11:45am
   Synchronous Face to Face Instruction 10:30 am–11:15 am
   Asynchronous
   On Your Own Working Time 11:20 am–11:45 am
Lunch – 11:45am – 12:30pm
3rd period – 12:30pm – 1:45pm
   Synchronous Face to Face Instruction 12:30 pm – 1:15 pm
   Asynchronous
   On Your Own Working Time 1:20 pm – 1:45 pm
4th period – 2:00pm – 3:15pm  
Synchronous Face to Face Instruction  
Asynchronous  
On Your Own Working Time

Flex Friday: Can be used for tutoring with teachers 1:1 or for catching up on work such as projects, late work, missing assignments, etc.

**Remote Learning Plan Quick Guide for Students**  
*This document promotes students with an overview of expectations during remote learning during the Fall 2020 semester.*

**How is this different from last spring?**
- **Attendance Matters** - Attendance will be taken DAILY for each class. (1st 10 min. of class)
- **Assignments Matter** - All assignments are part of your learning process and course grade

**WHAT DOES MY INSTRUCTIONAL DAY LOOK LIKE?**

<table>
<thead>
<tr>
<th></th>
<th>1st Block</th>
<th>2nd Block</th>
<th>LUNCH</th>
<th>3rd Block</th>
<th>4th Block</th>
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<tbody>
<tr>
<td>Synchronous</td>
<td>9:00am – 9:45am</td>
<td>10:30am – 11:15am</td>
<td>11:45pm – 12:30pm</td>
<td>12:30pm – 1:15pm</td>
<td>2:00pm – 2:45pm</td>
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<tr>
<td>(Live session on Microsoft Teams)</td>
<td>9:00am – 9:45am</td>
<td>10:30am – 11:15am</td>
<td>11:45pm – 12:30pm</td>
<td>12:30pm – 1:15pm</td>
<td>2:00pm – 2:45pm</td>
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<tr>
<td>Asynchronous</td>
<td>9:50am – 10:15am</td>
<td>11:20am – 11:45pm</td>
<td>1:20pm – 1:45pm</td>
<td>2:45pm – 3:15pm</td>
<td>2:45pm – 3:15pm</td>
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<tr>
<td>(On your own)</td>
<td>9:50am – 10:15am</td>
<td>11:20am – 11:45pm</td>
<td>1:20pm – 1:45pm</td>
<td>2:45pm – 3:15pm</td>
<td>2:45pm – 3:15pm</td>
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**Key Questions**

<table>
<thead>
<tr>
<th><strong>What does my instructional day look like?</strong></th>
<th><strong>Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You are required to attend approx 45 minutes of synchronous instructional time (this is live time with the class using Microsoft Teams/Zoom for Ed that may include Q&amp;A, Lecture, Guided notes and Guided practice). You may request 1-1 time or small group assistance during the asynchronous time of each class period.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>What types of assignments will I be given?</strong></th>
<th><strong>Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PMHS will practice mastery learning during remote learning. You will receive live instruction and independent work to complete. Assignments will promote active learning and engagement. There will be formative assessments and</td>
<td></td>
</tr>
<tr>
<td>How do I submit work?</td>
<td>All assignments should be submitted using Canvas. Canvas will sync to Powerschool for grades.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What are my responsibilities?</td>
<td>Be present for synchronous (live) classes and complete all assignments for each class. Please keep your camera on during synchronous sessions and to record attendance. Sign up for each teacher’s Remind class and contact the school if you have any concerns at (336) 771-4700.</td>
</tr>
<tr>
<td>What do I do if I need extra help?</td>
<td>Teachers will be available daily for synchronous face-to-face teaching through MS Teams/Zoom for ED and will be available for questions/assistance during asynchronous time through Remind, email, and/or phone calls. There will also be tutoring options available for students, as well as, an office hour session held by your teacher every Friday. <strong>Call the WS/FCS Hotline for technology related questions 336-661-3128.</strong></td>
</tr>
<tr>
<td>How will I be held accountable?</td>
<td>Attendance will be taken during the first 10 minutes of each period. If you miss more than half of the synchronous (Live) time or do not attend at all, you will be marked <strong>absent.</strong> All grades will count towards your final grade for the course. Teachers will monitor your progress and attendance.</td>
</tr>
<tr>
<td>What do I do if I’m absent?</td>
<td>Reach out to your teacher and/or Canvas page to learn about missed instruction and assignments. Complete all work that you missed in a timely manner.</td>
</tr>
<tr>
<td>What should I do on Flex Fridays?</td>
<td>On these days, you can receive extra help from your teachers during their office hours, catch-up on assignments, or participate in special activities (virtual field trips, club meetings, SEL activities, etc.)</td>
</tr>
</tbody>
</table>

- **Final Grade** - All classes will receive a final **letter grade** and affect your **GPA.** No Pass/Fail.

**STUDENT SERVICES**

The Student Services aims to help students develop their potential to the fullest by providing them with the opportunity for self-understanding and personal direction. Through counseling and the utilization of resource materials, testing, and a variety of information, counselors assist the student with the development of his/her awareness in the academic, vocational and personal areas. Students are encouraged to seek our professional school counselors who support the academic, career and social-emotional development of all students by assuring equitable access to high quality educational opportunities and creating safe learning environments. Counselors partner with teachers, administrators, families and other stakeholders to develop and navigate rigorous educational plans that prepare students to graduate, on time, as globally competitive citizens ready for college, careers, and life.

Students should meet regularly with their school counselor and use the resources available in Student Services and on their Canvas page. Parents are encouraged to partner with school
counselors to support their child’s success in high school. A collection of college, technical, business, nursing, and occupational school material is maintained for student use. Information regarding scholarship and financial aid for post-high school education is also provided by the Student Services. Scholarship information, standardized testing dates, military information, and post-high school announcements are posted on their website and Canvas page and are periodically made available in SUCCESS Academy. The Student Services department has a link from the Parkland Magnet High School website. Their office hours are from 7:30 a.m. - 4:00 p.m. each day; The counselors are available from 8:00 AM until 4:00 PM. Students should see their counselor by appointment except in emergency, crisis situations, or during lunch. With teacher permission, students may drop in the counseling office during a non-core class without an appointment; however, their counselor may not be available. Appointments can be made through their website and Canvas page. Parents can also call the office to make an appointment when to meet with their child's school counselor or to schedule a parent/teacher conference. Parent/teacher conferences are held at 8:15 am, 3:45 pm, or at a time mutually agreeable between parent and teachers. Parents may also call the counseling office to request work if their child will be out of school for more than two days.

STUDENT SERVICES PERSONNEL

Ms. Keisha Horton, Student Services Director

Student Services Team

Ms. Ana Costa
Ms. Jessica Williams

Ms. Kendra Britto
Ms. Karrie Tuttle

Support Staff

Ms. Tamara Slater Admin Assistant

Ms. Erika Simon Registrar

ENROLLMENTS/WITHDRAWALS/TRANSFERS

Enrollments, withdrawals or transfers from Parkland must begin in the Student Services office. A parent/guardian must be present. Appropriate documentation will be needed to be considered for enrollment.

STUDENT HEALTH AND COUNSELING SERVICES

The Child and Family Support Team (CFST) includes a full-time nurse and social worker. A Family Therapist for the 9th grade cohort and a Parent Involvement Coordinator are also available as a resource to students. These professionals are available to assist students and families as needed.

MTSS Team: Ms. Raquel Wilkins and her team will be working with families and students who are struggling to access the online curriculum, working with students who need interventions, and students who are in need of additional services.
**CFST Team:** Our team at Parkland includes our school nurse, social workers, therapist, MTSS Chairperson, an administrator, and guidance counselor will work with students who have extenuating needs or attendance issues. CFST will work with students who exhibit attendance issues or accessing the needed materials to be successful in school achievement. Students who have social and emotional concerns could be a part of this support system. Home visits may occur to assess the needs of the family and assure that they receive the support needed for their student to be successful in virtual, face-to-face, or blended learning.

**CARES Team:** Our CARES team is specifically set up to assess family and student needs who are exhibiting difficulties in logging on to the virtual learning environment or attending school. Our CARES Team is ready to conduct home visits and to reach out to families who have been difficult for the school to reach to ensure that they have the required equipment to be successful at virtual learning.

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**REMOTE LEARNING PLAN**  
**August 2020**  
**Best School in North Carolina**  
**IB/CP/MYP/AP**

**Expectations of Administrators**

- Administrators will work 8 hours a day (8:30 a.m.-4:30 p.m.)
- Monitor teaching and learning online and face-to-face
- Observe synchronous (virtual) instruction
- Review Canvas Courses
- Provide ongoing feedback and coaching support to teachers
- Participate in weekly PLT meetings
- Regularly review and track assessment data, attendance data, and grades
- Address student needs as we are made aware of them
- Work with Student Services to ensure all students are engaged in remote learning
- Monitor student engagement and outreach efforts
- Regular 1:1 check-ins with teachers and other staff
- Conduct virtual staff meetings
- Participate in Principal PD
- Meet with EC division and EC teachers
- Plan virtual engagement activities for students and families
- Regularly communicate with students, staff, and families
- Work closely to oversee the implementation of all components of the School Improvement Plan
Monitor remote materials being used and the effectiveness of instruction and provide feedback

**Expectations of Media Coordinator**

- Collaborate with teachers to support staff with instruction to students based on their needs
- Provide supplemental classroom instruction that builds information literacy connected to content areas
- Laptop maintenance and distribution
- Technical support for educational technology

**WSFCS Expectations for Instruction**

- PLTs will meet using Microsoft Teams and recorded
- Specialists and Singletons must meet with other colleagues in the district
- Agenda and attendance must be kept
- PLTs will meet weekly and focus meeting times on:
  - Using available data for analysis
  - Unpacking Standards and district-provided Unit plans
  - Focus on understanding priority standards
  - Screening assignments and assessments to ensure alignment
  - Teacher engagement/Student engagement in Blended/Remote Learning Practices
- Canvas will be used for delivery of instruction online
- Synchronous instruction should occur daily (whole/small group) and used for direct instruction and modeling, as well as, activities that involve collaboration and interaction
- Asynchronous time will be used for practice and assessment related to the content of the previous synchronous time or to front load content
- Middle/High students should have no more than 45 minutes of synchronous instruction and breaks should be scheduled for asynchronous work
- Length of the day should be comparable to that of a face-to-face day (synchronous/asynchronous)
- Part of the synchronous time with students will include SEL check-ins and activities
- Teachers will offer “office hours” for students and/or families with questions for additional support
- Families with connectivity issues may request “take-home learning packets” for students to complete
- One-on-One support should be provided to assist struggling students
- Differentiated groups based on student needs
- Intervention and enrichment groupings
- Teachers will use district provided unit plan organizers and related materials for remote instruction
- Facilitating small groups
- Grading will be based on learning progress toward standard mastery
- Teachers will utilize digital, personalized learning playlists for asynchronous instruction
- Clear learning targets will be posted to Canvas daily and during synchronous instruction they will be discussed with students at the beginning of the lesson and reviewed at the end of the lesson
- Formative assessments will be used to assess the learning targets

**WSFCS Teacher/Student Expectations**
➢ Length of the day should be comparable to that of a face-to-face day (synchronous and asynchronous)
➢ The work day will include synchronous teaching
➢ Canvas will directly sync with PowerSchool for reporting and grading and has the ability to translate content into common languages
➢ Canvas will provide opportunities for small-group, one-on-one, and co-teaching
➢ Feedback will be provided via phone calls, emails, or communication apps
➢ Synchronous instruction should not be longer than 45 minutes with a break for asynchronous instruction
➢ Teachers will offer “office hours” for students and/or families with questions for additional support
➢ Teachers will direct the support of TA’s to assist with small group support (EC, ESL)
➢ EC Teachers will collaborate with General Ed Content teachers to provide accommodations/modifications as appropriate based on the IEP, 504, EL plans
➢ IEPs drive the structure of the remote learning day
➢ All remote learning assignments should focus on mastery learning
➢ All grades should reflect true evidence of student learning (student portfolios of work)
➢ All grades assigned during remote learning will count towards a student’s final grade
➢ Late Work/Work Not Submitted
  ▪ Defined as work that is not submitted by the due date
  ▪ Will be accepted for a minimum of 1 week beyond the original due date WITH NO penalty
  ▪ Will flag assignments that are not submitted as “Late” or “Missing” in PowerSchool
  ▪ Teachers must communicate to the parents that the work has not been submitted and see if support needed
  ▪ Teachers will document attempts to communicate
  ▪ Teachers must take into account any extenuating circumstances the family is facing and work with that family to get work submitted
  ▪ Teacher has the discretion to extend due dates
  ▪ Teachers will provide opportunities for students who need assistance
  ▪ If the student submits late work, an appropriate grade should be assigned; if no work, the teacher may give a 50
➢ STUDENTS WILL BE ENCOURAGED TO RE-SUBMIT WORK THAT DOES NOT MEET THE MASTERY OF THE STANDARD
➢ Grades entered into PowerSchool will be entered using the code RL (Remote Learning) then the title of the assignment
➢ PS Assignments must also include the standards the assignment addresses
➢ Teachers will provide timely feedback on student assignments in PSL (1 week from due date)
➢ Teachers will provide timely information to parents regarding student progress
➢ Parents/students will be notified weekly about any missing assignments
➢ Teachers may use: Canvas, PowerSchool, Emails, Phone Calls, Apps (Remind)
➢ Attendance:
  ▪ Regular attendance is defined as the equivalent to 6 hours for each regular school day (30 hrs/wk)
- Missed instructional time can be made up by the student working extra time on other days
- **Absence:**
  Defined as missing one of the following three:
  - Learning Coach Log submitted (Learning Coach is any adult who supervises students work and progress)—may phone or email verification
  - Connecting to online learning at least once a day
  - Submission of a daily assignment
    - Absence from online learning will be recorded
    - Parents/guardians are expected to submit excuses for absences (collected by teacher, given to the DM)

**Communication Between the School and Parent/Guardian/Learning Coach***

1. Canvas Learning Management System
2. Parkland Web Page
3. Remind App
4. Email
5. Google Voice
6. Parent Link Blackboard Phone Dialers/Emails
7. Social Media Apps (Facebook; Instagram; Twitter)
8. Monthly Success Academy Update via Phone Call/Email

*It is important that contact information is current and accurate so that we can keep you informed. We do not share contact information outside of the school setting. Thank you!!

**MEDIA CENTER POLICIES AND PROCEDURES**

**Laptops, Hotspots, Calculators**
These devices are available for checkout through our media center. If you need to check out a device, please contact the school so that we can schedule a pickup time for you. If you already have a device that has not been turned back in, you will not be able to check out a second device until the first device has been returned or the school has been compensated for its replacement.

**ACADEMIC POLICIES, PROCEDURES AND INFORMATION**

**HONOR CODE**
The Honor Code is intended to remind students of the importance of academic integrity. Students will indicate their awareness of the guiding principles within the Honor Code by always being aware of the following statement and by writing it on assignments when requested by faculty members: “On my honor, I have followed the Parkland Honor Code while completing this task”.

**ACADEMIC MISCONDUCT**
Academic misconduct is an offense that may take many forms. The WS/FCS Academic Integrity Contract will be used throughout the school and used as a standard in making decisions about academic
misconduct. Plagiarism, turning in another person’s work as your own, improper or insufficient citation in written assignments, and copying answers from another student’s test or exam are a few examples. There are many additional forms of academic misconduct, as well. Academic misconduct is unfair to other students and causes character and integrity to be called into question. The primary reason for assigning work is for a student to demonstrate their understanding of the content. The student’s understanding cannot be measured if they are using someone else’s words and ideas. Academic misconduct is never acceptable in any form and will be punished by a reduction in the student grade on the assignment, loss of credit on the assignment, and/or disciplinary action based on the WS/FCS Guidelines for Student Discipline. Academic Misconduct alone is a Level 1 offense.

ACADEMIC HONESTY BOARD
Students who are found in violation of the Academic Integrity Contract may be given the opportunity to have their case heard by the Academic Honesty Board. Parent permission must be given for this option to be granted.

QUALITY POINTS, CLASS RANK AND GRADING SCALE
Quality Points and Class Rank: Class rank is calculated two ways: unweighted, based on grade point average (GPA) and weighted, based on quality point average (QPA). The total number of points earned is divided by the number of units attempted to calculate GPA or QPA.

Unweighted (GPA): Grades earn points as follows: A=4, B=3, C=2, D=1, F=0.

Weighted (QPA): The weighted quality point average is a standard statewide scale based on the level of the course:
- Regular Level Courses: A=4, B=3, C=2, D=1, F=0
- Honors Level Courses: A=5, B=4, C=3, D=2, F=0
- *IB or AP Level Courses: A=6, B=5, C=4, D=3, F=0
*Failure to take IB or AP exams will result in a reduction of one letter grade.

Grading Scale: The state has adopted a standardized grading scale:
- A---90-100  B---80-89  C---70-79  D---60-69  F---below 60

Mastery Grading: Students will be graded based on mastery of the NC Content Standards in the course or IB Standards provided by the International Baccalaureate Programme. Students will be encouraged to “re-do” assignments/assessments until they reach mastery of the standards being taught. It is important to remember that part of learning is making mistakes and correcting those mistakes through learning. Students learn a great deal when they attempt challenging and difficult problems and attempt to solve them. Problem-solving includes making mistakes and redoing assignments to improve. Learning is a process, not an event.

Student Tardy Policy
It is the belief of the faculty, staff, and administration of Parkland Magnet High School that instructional time is valuable. In keeping with that belief, students must arrive to class on time. Students who are tardy not only miss valuable instructional time, their actions interfere with the delivery of instruction to other students. Even though instruction is delivered remotely online, students need to arrive in synchronous learning on time. The most severe penalty to arriving late is the loss of instructional time. Students are expected to take the teacher’s or staff’s warning and respond accordingly and respectfully. We have the student’s best interest at heart because we believe class time
is important to their success. We have an MTSS Team, CFST Team, and a CARES Team that will be monitoring student attendance and punctuality. They will be contacting families to see how we can support students being in attendance and on-time for learning.

An accumulation of 10 tardies will result in receiving “1” unexcused absence according to school system policy AR 5110.

**WSFCS Student Attendance Policy**

**Remote Learning Attendance Policy:** Students are expected to attend synchronous (face-to-face) and asynchronous (off-line) instruction. Synchronous instruction will be approximately 45-minutes at the beginning of each class period. Regular attendance is the expectation which is defined as the equivalent to 6 hours for each regular school day (30 hrs/wk) according to the WSFS Remote Learning Plan. Missed instructional time can be made up by the student working extra time on other days which is documented in Canvas Instructional Management System. Students will be marked absent if one of the following criteria is missing:

1) **Student must be logged in to online learning for each class daily;**
2) **Student must present a weekly Learning Coach Log where the parent has indicated that they have seen their student’s work;**
3) **Student will turn in the assignment for asynchronous learning time.**

There is no substitute for the uninterrupted personal contact between teacher and student. As a result, it is important that our students value the time that they have in either synchronous instruction or in face-to-face instruction. The School Improvement Team of Parkland Magnet High School recognizes the importance of students attending school on a regular basis.

1) Documentation for an absence may be presented to the online teacher who will deliver it digitally to our data manager or if we are back in face-to-face learning can be brought to the attendance office upon returning to Parkland following an absence. If not, the absence will be coded as unlawful (unexcused). Notes should include the student’s full name, dates of absences, reasons for absences, parent or guardian’s name and signature. This note should be brought to the attendance desk before school or during lunch. Notes for students to check out during the school day should also be brought to the attendance desk before school begins on the day the student needs to check out early.

2) **Lawful (excused) absences with appropriate documentation provided to the school consist of:**
   a) Illness or injury
   b) Quarantine
   c) Death in immediate family
   d) Medical or Dental appointment
   e) Court or administrative proceedings
   f) Religious observances
   g) Educational opportunity

To qualify for educational opportunity, the student and parent must request approval from the principal at least 3 school days prior to the absence.

3) **Students who have been diagnosed “positive” for COVID-19 should contact the office at (336) 771-4700 and notify the school of the results.**
4) Six or more absences for a class per quarter are considered excessive. Students with excessive absences can be denied credit for that quarter of the course. If there are extenuating circumstances, the student should speak with their administrator as soon as possible following the absence.

5) If a student follows proper attendance procedures and improves their attendance in the quarter following a failed quarter based solely on attendance, they may have their prior quarter grade reinstated. To qualify for grade reinstatement students must properly document every absence the following quarter.

6) If you are going to be absent for a period longer than two days and would like to receive your makeup work in advance, please notify the administration, student services counselor, or your administrator at least 3-days in advance.

7) According to Board policy, an accumulation of 10 tardies shall be equal to one unexcused absence.

**Skipping Face-to-Face Class Time**

All students are expected to be in their assigned classes each day whether face-to-face or during remote learning. Common sense dictates that students that are in class will make better grades than they would if they are absent. The school understands that there are times in which a student has a good reason not to be in school and has established procedures to recognize excused absences. In cases where the student does not have good reason to be out, it is considered an unexcused absence. Another name for an unexcused absence is "skipping," which can be defined by these actions:

1. Leaving class without permission.
2. Not attending an assigned class or activity during the day.
3. Being absent without a parent or guardian's prior knowledge.
4. Leaving class without permission or under false pretenses.
5. Not reporting to class within the first 10 minutes
6. Being in another teacher's class without proper approval by the teacher of the scheduled class.

Students will be marked absent if they miss more than 45-minutes of the class without proper documentation.

**MAKE-UP ASSIGNMENTS**

- After any absence, students are responsible for making up missed assignments in a timely fashion. The longer the time between the absence and makeup of work the more disconnect from the learning will take place. All assignments will be placed on Canvas Learning and can be accessed through Canvas Learning Management System. Late Work/Work Not Submitted
  - Defined as work that is not submitted by the due date
  - Will be accepted for a minimum of 1 week beyond the original due date WITH NO penalty
  - Will flag assignments that are not submitted as “Late” or “Missing” in PowerSchool
  - Teachers must communicate to the parents that the work has not been submitted and see if support needed
  - Teachers will document attempts to communicate
  - Teachers must take into account any extenuating circumstances the family is facing and work with that family to get work submitted
  - Teacher has the discretion to extend due dates
Teachers will provide opportunities for students who need assistance
If the student submits late work, an appropriate grade should be assigned; if no work, the teacher may give a 50

➤ STUDENTS WILL BE ENCOURAGED TO RE-SUBMIT WORK THAT DOES NOT MEET THE MASTERY OF THE STANDARD

EXAMS--End of Course Tests / VoCATS
A final exam will be given in all classes. Where End-of-Course Tests, North Carolina Final Exams, and VoCATS are administered, those tests will be the final exam. Under certain specific circumstances, seniors may be exempt from some final exams. There are no exemptions from End-of-Course Tests or VoCATS. Unless a student is exempt, failure to take an exam will result in loss of credit for the course. Exams will count 20% of the final grade. Exams will not be administered early. Administrative approval is required to make up any exam. Exams must be made up within ten (10) school days.

Book bags carry bags, cell phones, fitness devices/watches or other electronic devices are not permitted in testing locations during state mandated tests at any time. This includes EOC’s, ACT/College Board Tests, and VoCATS.

EXAM EXEMPTIONS
There are no exemptions from End-of-Course Tests, North Carolina Final Exam, or VoCATS. Seniors may not be exempt from mid-term exams. Students may be exempt from final exams based on the number of absences and grade prior to the exam. To be exempt from a final exam in a one unit of credit course (either block or A-Day/B-Day) a senior must have an “A” average with no more than five (5) absences, or a “B” average and no more than three (3) absences, or a “C” average and zero (0) absences. Absences are based on the entire length of the course. Students are allowed up to three (3) absences due to a death in the immediate family, a religious holiday not built into the school system’s calendar, or a college scholarship interview that will not be considered in determining eligibility for exam exemptions. All students are permitted and encouraged to take exams, even if they are eligible for an exemption. (See WS/FCS AR 5124 for more details.)

STATE-MANDATED TESTS
The North Carolina Department of Public Instruction mandates certain tests be administered. End-of Course Tests will be administered in Math I, Math III, Biology, and English II. VoCATS will be administered in all courses taught within the Career and Technical Education Department. The ACT/College Board tests will also be administered during the school year including the PSAT, Pre-ACT, ACT, and Workkeys.

EOC’s and VoCATS will be administered during the final exam schedule and will count 20% of the final grade in each course.

All tenth-grade students will take the Pre-ACT in the fall, which will serve to provide information concerning potential strengths and areas in need of improvement prior to the administration of the ACT. The ACT will be administered to all 11th grade students each spring. Students who were unable to take it in the Spring of 2020 due to the COVID-19 closure may have the opportunity to take it in the Fall of 2020. The results of the ACT will be used by the Department of Public Instruction to calculate a portion of the state’s accountability model for high schools.
Seniors who are completers in CTE are required to complete the ACT Workkeys Assessment. This assessment is given two times a year, once in the fall and once in the spring.

**PROMOTION/GRADUATION GUIDELINES**

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<tr>
<th>Class of 2018 and beyond</th>
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<tbody>
<tr>
<td>10th Grade</td>
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<tr>
<td>11th Grade</td>
</tr>
<tr>
<td>12th Grade</td>
</tr>
<tr>
<td>Graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Promotion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>5</td>
</tr>
<tr>
<td>11th</td>
<td>9</td>
</tr>
<tr>
<td>12th</td>
<td>15</td>
</tr>
<tr>
<td>Graduation</td>
<td>22</td>
</tr>
</tbody>
</table>

**HONOR GRADUATES**

Each high school may elect to recognize excellence in academic performance during high school (grades 9-12) by designating Honor Graduates. Honor Graduates are determined based on academic average from grade 9 through the first semester of grade 12. The number of Honor Graduates shall be equal to ten (10) percent of the school’s senior class enrollment at the end of the fourth month of school. Recognition as an Honor Graduate is contingent upon a student’s continued excellence in academic performance during the second semester of the senior year.

**JUNIOR MARSHALS**

Outstanding academic performance in grades 9, 10, and the first semester of grade 11 shall be recognized by the selection of Junior Marshals to serve as guides for the graduation ceremony. Junior Marshals shall be elected based on class rank at the end of the first semester of the eleventh grade. The number of Marshals selected will be no less than three (3) percent and no more than five (5) percent of the enrollment in the junior class at the end of the fourth month of school.

**NATIONAL HONOR SOCIETY**

Student selection for NHS is based on four criteria: character, scholarship, service and leadership. Application for admission to this group is by invitation only. To be invited to apply, the candidate must pass the first two rounds of selection (character and scholarship). Scholarship is determined by having an unweighted GPA of 3.200 or higher. Information related to character and scholarship is collected from an application that potential inductees are asked to complete and return. Sophomores may be inducted into the National Honor Society during the second semester. Juniors may be inducted during the first semester. Seniors are not inducted after the first semester.

**HONOR ROLL**

To be eligible for inclusion on the Honor Roll, a student must:
- Receive no grade lower than a “B” during the grading period
- Be enrolled in a minimum of three (3) courses during the grading period

**ALTERNATIVE EDUCATION**

The Guidance Department, upon request, will provide information concerning alternative programs including Homebound Services, Extended Day Program, Forsyth Tech Diploma Program, Alternative Learning Center, Middle College, Dual Enrollment, and the North Carolina Virtual Public High School.

**FEE INFORMATION**

A list of fees students may be responsible for is provided in the following pages. In addition to the fees below, additional fees that can be expected at Parkland are:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Fees</td>
<td>Fees Vary/year</td>
</tr>
</tbody>
</table>
### WINSTON-SALEM/FORSYTH COUNTY SCHOOLS STUDENT FEES

#### I. REQUIRED:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Locks</td>
<td>$0.50</td>
</tr>
<tr>
<td>Lost Lock</td>
<td>$5.00</td>
</tr>
<tr>
<td>C. In-State Tuition for students domiciled outside Forsyth County</td>
<td>$1,975.00</td>
</tr>
<tr>
<td>Out-of-State Tuition for students domiciled outside Forsyth County</td>
<td>$7,800.00</td>
</tr>
<tr>
<td>D. Lost and damaged books, materials, supplies and equipment. Fee is based on extent damage in accordance with state guidelines</td>
<td>Variable</td>
</tr>
<tr>
<td>E. Field Trips - Individual field trip fees equal to or less than the amounts listed below may be approved by the principal. Fees in excess of the amounts listed below must be approved by the appropriate assistant superintendent.</td>
<td>$40.00 per student</td>
</tr>
<tr>
<td>F. AP Exam Fee</td>
<td>$91.00 (per exam)</td>
</tr>
<tr>
<td>G. IB Exam Fee</td>
<td>$110.00 (per exam)</td>
</tr>
<tr>
<td>H. IB Registration Fee</td>
<td>$160.00</td>
</tr>
</tbody>
</table>

#### II. BAND UNIFORMS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cleaning of Band Uniform</td>
<td>$35.00</td>
</tr>
<tr>
<td>B. Lost or Damaged Band Uniform (to be depreciated over 10 years)</td>
<td></td>
</tr>
<tr>
<td>1. Coat</td>
<td>$250.00</td>
</tr>
<tr>
<td>2. Trousers</td>
<td>$120.00</td>
</tr>
<tr>
<td>3. Shoulder Cord</td>
<td>$20.00</td>
</tr>
<tr>
<td>4. Shako (Hat)</td>
<td>$60.00</td>
</tr>
<tr>
<td>5. Plume</td>
<td>$20.00</td>
</tr>
<tr>
<td>6. Sash</td>
<td>$35.00</td>
</tr>
<tr>
<td>7. Cummerbund</td>
<td>$20.00</td>
</tr>
<tr>
<td>8. Shako Box</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

#### III. OPTIONAL:

<table>
<thead>
<tr>
<th>Description</th>
<th>Copper</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Time without Extended Dental</td>
<td>$11.00</td>
<td>$12.00</td>
<td>$22.00</td>
<td>$44.00</td>
</tr>
<tr>
<td>School-Time with Extended Dental</td>
<td>$19.00</td>
<td>$20.00</td>
<td>$29.00</td>
<td>$52.00</td>
</tr>
<tr>
<td>24-hour without Extended Dental</td>
<td>$52.00</td>
<td>$57.00</td>
<td>$99.00</td>
<td>$238.00</td>
</tr>
<tr>
<td>24-hour with Extended Dental</td>
<td>$60.00</td>
<td>$65.00</td>
<td>$107.00</td>
<td>$246.00</td>
</tr>
<tr>
<td>Varsity Football without Extended Dental</td>
<td>$79.00</td>
<td>$87.00</td>
<td>$143.00</td>
<td>$290.00</td>
</tr>
<tr>
<td>Varsity Football with Extended Dental</td>
<td>$87.00</td>
<td>$95.00</td>
<td>$151.00</td>
<td>$298.00</td>
</tr>
<tr>
<td>B. Yearbook Publication Fee</td>
<td>Elementary Max: $20.00</td>
<td>Middle Max: $40.00</td>
<td>High Max:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Automobile Registration Fee</td>
<td>$15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Center Registration Fee</td>
<td>$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motor Vehicle Parking Fee</td>
<td>$100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Magnet Express Supervision Fee (until 6:00 p.m.)</td>
<td>$3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Fall School Pictures - K-12</td>
<td>$12.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>High School Athletics Admission Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football, Junior Varsity and Varsity</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soccer and Basketball, Junior Varsity and Varsity</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swimming, Tennis &amp; Track</td>
<td>No charge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All other Varsity and Junior Varsity sports</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>Cap and Gown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Purchase</td>
<td>$21.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>High School Transcript</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Current Student Request (two free copies, each additional copy)</td>
<td>$2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Request of Person Not Currently Enrolled in the WS/FCS</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Employer Verification of Graduation</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>Replacement Diploma and Diploma Cover</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.</td>
<td>Driver License Eligibility Certificate (one free, each additional certificate)</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.</td>
<td>General Copying of Records</td>
<td>$0.25 per page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.</td>
<td>Late pick up fee for K-8 car riders who are not picked up from school within 1 hour of dismissal. See Policy 3541 for enforcement of parent responsibilities regarding school bus riders.</td>
<td>$10.00 per day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>PSAT Fee (All students)</td>
<td>$14.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.</td>
<td>Driver’s Education</td>
<td>$45.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.</td>
<td>School Fund Raising Projects. Each school may have one school-wide fund raising project per year where items are sold for a fee to students, families and others. See Policy &amp; Regulation 1324.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. CAREER CENTER STUDENT EXPENSES** (Items become student's personal property):

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>AP Art (Drawing 2-D and 3-D) Supplies</td>
<td>$15.00</td>
</tr>
<tr>
<td>A.</td>
<td>AP Calculus, Statistics, Chemistry or Physics - Graphing Calculator</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

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1 This is pre-order price. After pre-order price is a maximum of $65.00 per annual. The fees do not include sales tax.
2 The maximum amount students are required to pay for registration fees & parking fees is $115.00. Students shall pay the registration fees at their home school, Career Center and/or Forsyth Tech. The amount remaining shall be remitted to WS/FCS Finance Department as the parking fee.
3 The Parking fee is waived for students of WS/FCS employees and students who are certified and active members of an EMS Rescue Squad or a volunteer fire department.
4 Fees are as listed unless otherwise determined by the school’s athletic conference or the NCHSAA.
5 The WS/FCS reserves the right to charge a $5.00 entry fee for City-County Tournaments.
B. AP Music Theory - Student Workbook $60.00
C. AP Music Theory - Ear training software $35.00
D. Nursing Fundamentals – Uniforms, Screenings and Immunizations (required drug/seasonal flu and H1N1 flu vaccinations)
   - CPR Fee
   - Nurse Aid Certification Fee (optional) $250.00
   - $35.00-$90.00
   - $105.00
E. Auto Collision Repair I and II – Overalls $30.00 max
F. Auto Collision Repair II - Charcoal respirator $25.00
G. Auto Collision Repair, Auto Tech, Aviation and Carpentry Uniform T-Shirts $40.00
H. Cosmetology I - Uniform and Kit $350.00
I. Cosmetology II - Nail Kits $150.00
J. Culinary Arts I – Uniforms and Study Guides $150.00
K. Culinary Arts II – Study Guides and Thermometers $50.00
L. Early Childhood I & II – CPR/Red Cross Certification, Uniform attire for internships $20.00
M. Electronic Music Digital Equipment $30.00
N. Exploration of Alternative Energies - Consumables $30.00
O. Photography - Consumables $20.00 (Photo 1)
   - $40.00 (Photo 2)
   - Prices Vary

TECHNOLOGY
Students are provided a Chromebook or a hotspot if they have indicated a need. Any misuse (including installation or downloading of proxy programs) will result in loss of computer access. Calculators are available through the Media Center. Students who destroy any device, etc. checked out in their name must pay for repair or replacement.

EXTRA-CURRICULAR ACTIVITIES
- Students who participate in extra-curricular activities (including athletics) must enroll in the “It’s My Call” program which allows for monthly random drug testing. (See “It’s My Call” section for additional information)
- Students who participate in extra-curricular activities must be with a teacher, coach, or sponsor in their assigned areas
- Students must be present a minimum of 50% of the school day to participate in extra-curricular activities.
- To be eligible to participate in extra-curricular activities, students must earn a minimum of a 2.0 Quality Point Average (QPA) the previous nine-week grading period. However, a student whose semester QPA is 2.0 or greater but whose second or fourth nine-weeks QPA is below 2.0 will be
eligible to participate if the student agrees to attend, and attends, weekly tutoring sessions during the subsequent nine-weeks grading period.

- Students must meet the minimum COVID-19 Health requirements.
- **Students must be absent no more than ten (10) days in a semester.** Eligibility to participate will not continue once a student has missed more than 10 days without appropriate documentation.

### CLUBS

Parkland offers a wide variety of clubs. Participants must be enrolled in the school system’s “It’s My Call,” monthly random drug testing program. More detailed information is available on the school website: www.parklandmagneths.com.

### STUDENT LEADERSHIP COUNCIL

Each candidate for any office must be a present member of the SLC. To run for president or vice-president, the student must have achieved and maintained at least a 2.75 GPA. To run for secretary or treasurer, the student must have achieved and maintained at least a 2.5 GPA. To be an SLC representative, the student must have achieved and maintained at least a 2.0 GPA. All students seeking office must have approval from his/her administrator for the year in which the elections are being held. In part, this administrative approval is contingent upon a satisfactory attendance and discipline record.

### ATHLETIC PROGRAM

A full program of interscholastic varsity and junior varsity sports for young women and men is offered, including football, cheerleading, indoor and outdoor track, swimming, basketball, soccer, baseball, golf, tennis, softball, volleyball, cross-country, and wrestling. Students who participate in athletics must meet the eligibility requirements of the North Carolina High School Athletic Association as well as the eligibility requirements of the Winston Salem/Forsyth County School System.

### ATHLETIC ELIGIBILITY REQUIREMENTS

- must have evidence of legal age with date of birth on file
- must have proof of insurance
- must not be absent **more than 10 days in a semester**
- must be present for a minimum of 50% of the student day on the day of an athletic contest or practice to practice or participate in an event
- must have passed a minimum of 6 out of 8 classes during the previous semester in the four-period day schedule and earned a 2.0 Quality Point Average (QPA) the previous nine-week grading period
- must have received a medical examination by a licensed physician within the past 365 days and documentation must be on file with the school
- must submit to monthly random drug testing (It’s My Call Program)
- must have entered the ninth grade in August 2013 or later
- must meet all WS/FCS eligibility requirements for extracurricular activities
- must meet all eligibility requirements of the North Carolina High School Athletic Association
- must meet the minimum standards for the COVID-19 Health Requirements

If an athlete or auxiliary participant is suspended out-of-school, they will also be unable to participate in extracurricular or athletic activities on the day(s) of the suspension. If an athlete or auxiliary
participant is ejected from an event, additional disciplinary action beyond that imposed by the conference, school system, or NCHSAA may be imposed by the principal. This additional disciplinary action may include penalties up to and including dismissal from the team. If a student is suspended from school for an alcohol or other drug related violation, the student will be suspended from participation in athletics and/or extracurricular activities for a minimum of thirty (30) days.

Students who attend extracurricular functions and athletic events are representing the student body of Parkland Magnet High School. Accordingly, students are expected to display appropriate behavior at such functions. Inappropriate conduct may result in disciplinary action.

**“IT’S MY CALL” PROGRAM**

“It’s My Call” Program drug tests students randomly each month who are part of the program. Students who are involved in extracurricular activities will be included in the “It’s My Call Program”. We encourage the entire student body to participate in the “It’s My Call Program”. Interested students should seek the appropriate paperwork in the front office.

**The 2020-2021 Parkland Magnet High School Freshman Academy**

We are excited to have the 9th Grade Academy at Parkland again this year. There are numerous studies that demonstrate that a student’s 9th Grade year is their most important year and the year that most often determines whether they will be successful in high school. Freshman Academies are designed to assist new 9th grade students to be as successful as possible. Our Goal is to reduce or eliminate freshman retention, prepare our students to be successful throughout their high school career, and transition them from middle school to high school.

Some of the main premises of a successful Freshman Academy is to reduce the daily movements of students by having most of their classes in the same building with other freshmen. At Parkland we are blessed with having just such a building with the 600 Building. All our incoming freshmen will spend most of their day in the 600 Building. All freshman core courses except Science and many electives available to 9th graders will be only offered in the 600 Building. Students may go to the Main and 500 Buildings for their Science classes and some electives. Even the Science classes have been in the closest classrooms to the 600 building. This has a multi-purpose effect. First, it eliminates much of the major movement of incoming Freshmen reducing their time between classes. Second, it separates them from the influence of upper classmen. Freshmen often feel either intimidated by upper classmen or feel the need to try to impress upper classmen leading to some poor behavior choices. Third, being in a smaller environment and sharing many of the same teachers, the Freshman Academy Staff will become quickly acquainted with most of the freshmen and will be able to monitor their movements and behavior in the hallways more effectively. And finally, it reduces congestion in the Main Building, by reducing the actual number of students in the hallways. This makes the supervision of those students much easier as well. Another major factor of successful Freshman Academies is using Multi-Tiered Systems of Supports (MTSS) to Intensively monitor the Academic Progress of students and to manage the behavior of students. By having common teachers in the same environment, teachers develop positive relationships with their own students and the other students in the Academy. By having frequent meetings and discussing the academic needs of the students, we can implement student specific interventions to make those students that are struggling academically more successful. We can also better address behavioral issues that impede the academic performance of our freshman and those around them and Increase communication between students, staff and parents. Teachers, Administration and Counseling will develop a strong relationship with the parents and guardians of our
students. This will not be limited to behavioral issues but will concentrate on Academic problems and Academic successes as well. Constant and consistent contact with parents is essential to the best extent possible.

Finally, the Freshman Academy allows teachers and staff to develop positive relationships with their students and, as stated above, the other students they see daily in the 600 building. One of the most important factors in creating and maintaining an effective Freshman Academy is developing effective Teacher-Student Relationships that promote trust and positivity towards academic performance. By using a select and limited number of teachers, we will be able to achieve this goal as well. We also will celebrate the successes of our students as they achieve academically.

So, to recap the basic purpose, premises, goals and outcomes of an effective Freshman Academy.

- The purpose is to create an academic environment for 9th Grade students that will help insure their success and successful transition from middle school to high school.
- Students are “housed” in a mostly separate setting for most of their school day. In this case the 600 Building and the Science rooms closest to the 600 in the other buildings.
- Freshman Academy teachers meet with the administration and guidance counselor for the Freshman Academy weekly or more often to discuss academic concerns with individual students.
- The teachers, counselor and administrator develop individualized strategies to help that student to be more successful. Strategies may include more frequent monitoring, additional tutoring, differentiated instruction, parent conferences, counseling, referral for EC Testing etc…. A Multi-Tiered System of Supports (MTSS)
- Teachers, students, and staff develop relationships with parents and community. Parents are constantly aware of their child’s academic performance and deficiencies.
- Teachers and students develop a personal and professional relationships that promote academic performance.
- “Student Success” positively encouraged and celebrated.
- The goals are to increase student performance in the 9th grade and beyond. To prepare students for the following years. Reduce freshman retentions and eliminate the bottleneck between 9th and 10th grades. Teach students how to be effective students and citizens. Develop an appreciation for school.
- The outcome will mirror the goals and will promote a better school at Parkland in years to come as

**DISCIPLINARY CONSEQUENCES**

**Bus Suspension---**Students may be suspended from riding the bus for up to the remainder of the school year.

**Period Detention** is held in the ISS room. Students may be assigned to this area for one or more specific periods of the day. Students are to bring assignments with them to Period Detention.

**Saturday Detention** is held from 8:30 AM until 11:30 AM on Saturday morning. Students are required to bring enough academic assignments with them so that they are productively engaged for the entire two hours. Work may be provided if the student arrives with nothing to do. No late arrivals or early dismissals will be allowed. Students and/or their families must provide transportation. Failure to attend may result in Out-of School Suspension.

**In-School-Suspension ---**Students will report to ISS at 8:50 AM and remain there until 3:40 PM. Faculty members will send assignments to ISS so that students may keep up with their work. Students
must bring all textbooks, notebooks, paper, pen or pencil, etc. needed for the entire day. Students assigned to ISS may not participate in extracurricular activities during the term of their suspension.

**Out-of-School Suspension**---Students suspended out of school are not allowed on the campus of Parkland Magnet High School or any other school during the suspension. Students may not be on campus before, during, or after the school day during the term of their suspension. Students who are on any campus during a suspension are subject to trespassing charges and/or additional disciplinary action. Students suspended out of school may not participate in extracurricular activities during the term of their suspension.

**Deferred Out-of-School Suspension**---This option is available only for violations of the attendance and/or tardy policies. Parents/guardians have the option of attending one full day of classes with the student rather than the student serving one day of out-of-school suspension. One day of attendance by a parent/guardian will replace one day of out-of-school suspension. This option is available no more than twice per quarter. This consequence may also be assigned to students found to be in violation of the drug and/or alcohol policy.

**Long Term Suspension** represents an Out-of-School Suspension for up to the remainder of the school year.

**Alternative Placement**---Students may be assigned to the Alternative Learning Center (ALC) on campus, Kingswood, or to Main Street Academy for certain disciplinary infractions. Students assigned to these alternative settings are not eligible to participate in extra-curricular activities or assemblies during the school day.

**Please Note:** Other disciplinary actions such as loss of privileges, removal from extracurricular activities, etc. are available at the discretion of the administration.

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**WS/FCS GUIDELINES FOR STUDENT DISCIPLINE**

WS/FCS provides guidelines for student discipline. These guidelines, in conjunction with any aggravating and/or mitigating factors that exist will be used to determine the appropriate disciplinary action for violations of the WS/FCS Student Code of Conduct. WS/FCS policy 5131 contains more detailed information.

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Guideline Sanctions for Violations of the Code of Student Conduct

The following guidelines are recommendations for discipline and should not be construed as mandatory disciplinary actions. Administrators may combine sanctions from different levels where appropriate (i.e. a short-term suspension and a recommendation for long-term suspension).

**LEVEL 1:** Discipline that does not remove a student from the classroom for an extended period of time.

- Appropriate for violations of the Code of Student Conduct
- Appropriate for minor acts of misconduct, first time offenses, or when mitigating factors apply to a more serious offense.
- If aggravating factors apply, consider Level II or Level III discipline
- If mitigating factors apply, no discipline should be issued

<table>
<thead>
<tr>
<th>Being in an Unauthorized Area (UB)</th>
<th>Honor Code Violation (Academic Misconduct) (UB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Misbehavior (UB)</td>
<td>Late to Class (UB)</td>
</tr>
<tr>
<td>Cell Phone Use (UB)</td>
<td>Leaving Class Without Permission (UB)</td>
</tr>
<tr>
<td>Cutting Class (UB)</td>
<td>Other (minor offense) (UB)</td>
</tr>
<tr>
<td>Disruptive Behavior (UB)</td>
<td>Other School Defined Offense (UB)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Dress Code Violation (UB)</td>
<td>Possession of Counterfeit Item (money) (UB)</td>
</tr>
<tr>
<td>Excessive Display of Affection (UB)</td>
<td>Possession of Student's own Rx Drug (UB)</td>
</tr>
<tr>
<td>Excessive Tardiness (UB)</td>
<td>Skipping Class (UB)</td>
</tr>
<tr>
<td>Falsification of Information (UB)</td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL II: In-school Suspension**
- Appropriate for violations of the Code of Student Conduct
- Appropriate for minor acts of misconduct, first time offenses, or when mitigating factors apply to a more serious offense.
- If aggravating factors apply, consider a longer ISS or Level III discipline
- If mitigating factors apply, consider Level I discipline or no discipline

<table>
<thead>
<tr>
<th>Aggressive Behavior (UB)</th>
<th>Misuse of School Technology (UB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect of Faculty/Staff (UB)</td>
<td>Possession of Tobacco (UB)</td>
</tr>
<tr>
<td>Gambling (UB)</td>
<td>Repeat Offender (minor disruptions) (UB)</td>
</tr>
<tr>
<td>Inappropriate Items on School Property (UB)</td>
<td>Skipping School (UB)</td>
</tr>
<tr>
<td>Inappropriate Language/Disrespect (UB)</td>
<td>Truancy (UB)</td>
</tr>
<tr>
<td>Insubordination (UB)</td>
<td>Use of Counterfeit Item (money) (UB)</td>
</tr>
</tbody>
</table>

| Leaving School Without Permission (UB) | Use of Tobacco (UB) |

**LEVEL III: Short-term Out-of-School Suspension**
- Appropriate for violations of the Code of Student Conduct
- Appropriate for repeated minor offenses, first time offenses, or when mitigating factors apply to a more serious offense
- Short-term suspensions should generally be for no more than five (5) days at a time
- If aggravating factors apply, consider a longer short-term suspension or Level IV discipline
- If mitigating factors apply, consider Level I, Level II, or no discipline

<table>
<thead>
<tr>
<th>Affray (UB)</th>
<th>Harassment – Sexual (UB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault on Non-student (without weapon and not intended to cause or causing serious injury) (UB)</td>
<td>Harassment – Verbal (UB)</td>
</tr>
<tr>
<td>Assault – Other (UB)</td>
<td>Hazing (UB)</td>
</tr>
<tr>
<td>Assault on Student (without weapon and not intended to cause or causing serious injury) (UB)</td>
<td>Mutual Sexual Contact Between Students (UB)</td>
</tr>
<tr>
<td>Bullying (UB)</td>
<td>Other (serious offense) (UB)</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Communicating Threats (N.C. Gen. Stat. 14277.1)</td>
<td>Possession of Alcoholic Beverage (includes possession, sale or distribution) (RO)</td>
</tr>
<tr>
<td>Cyber-bullying (UB)</td>
<td>Possession of Another Person's Prescription Drug (Not a Controlled Substance or Narcotic)</td>
</tr>
<tr>
<td>Discrimination (UB)</td>
<td>Possession of Chemical or Drug Paraphernalia (UB)</td>
</tr>
<tr>
<td>Disorderly Conduct (N.C. Gen. Stat. 14288.4)(UB)</td>
<td>Possession of Counterfeit Item (drug or weapon) (UB)</td>
</tr>
<tr>
<td>Extortion (UB)</td>
<td>Possession of a Weapon (without intent to use or risk of harm; excluding firearms or destructive devices) (RO)</td>
</tr>
<tr>
<td>False Fire Alarm (UB)</td>
<td>Property Damage (UB)</td>
</tr>
<tr>
<td>Fighting (UB)</td>
<td>Theft (UB)</td>
</tr>
<tr>
<td>Gang Activity (UB)</td>
<td>Unlawfully Setting a Fire (UB)</td>
</tr>
</tbody>
</table>

**LEVEL IV: Alternative Learning Center Assignment**
- Appropriate for violations of the Code of Student Conduct
- Appropriate for students who repeatedly commit Level I, II, and III offenses, and/or when other interventions do not improve the student's behavior
- Appropriate when aggravating factors apply to less serious offenses
- Appropriate when mitigating factors apply to more serious offenses
- Alternative education placement must be considered in lieu of long-term suspension

<table>
<thead>
<tr>
<th>Repeat Offender (serious disruptions) (UB)</th>
<th>Use of Controlled Substance (RO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the Influence of Alcohol (UB)</td>
<td>Use of Counterfeit Item (i.e. counterfeit controlled substance or weapon) (UB)</td>
</tr>
<tr>
<td>Under the Influence of a Controlled Substance (UB)</td>
<td>Use of Narcotics (RO)</td>
</tr>
<tr>
<td>Use of Alcoholic Beverage (RO)</td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL V: Alternative School Assignment**
- Appropriate for violations of the Code of Student Conduct
- Appropriate for students who repeatedly commit Level I, II, and III offenses, and/or when other interventions do not improve the student's behavior
- Appropriate when aggravating factors apply to less serious offenses
- Appropriate when mitigating factors apply to more serious offenses
- Alternative education placement must be considered in lieu of long-term suspension

<table>
<thead>
<tr>
<th>Assault on School Personnel (without weapon and not intended to cause or reasonably could cause serious injury) (RO)</th>
<th>Violent Assault Not Resulting in Serious Injury (an attack that is intended to cause serious injury) (UB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robbery Without a Weapon (UB)</td>
<td></td>
</tr>
</tbody>
</table>
**LEVEL VI: Long-term Out-of-school Suspension**

- Appropriate for violations of the Code of Student Conduct
- Appropriate when the student’s conduct threatens the safety of students, staff, or school visitors or threatens to substantially disrupt the educational environment
- Appropriate when there is a significant or important reason to decline alternative education services, such as:
  - The student exhibits violent behavior.
  - The student poses a threat to staff or other students.
  - The student substantially disrupts the learning process.
  - The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.
  - The student failed to comply with reasonable conditions for admittance in to an alternative education program

- Generally, a long-term suspension lasts between 11 days and the remainder of the school year (unless the offense is committed during the last quarter as provided in section III(F) above)
- Alternative education placement must be considered in lieu of long-term suspension
- If mitigating factors apply, consider fewer suspension days or alternative education placement
- If aggravating factors apply, consider more suspension days or a Level VIII sanction

<table>
<thead>
<tr>
<th>Bomb Threat (RO)</th>
<th>Sale/Distribution of Controlled Substance in Violation of Law – Cocaine (RO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burning of a School Building (RO)</td>
<td>Sale/Distribution of Controlled Substance in Violation of Law – Marijuana (RO)</td>
</tr>
<tr>
<td>Possession of Controlled Substance in Violation of Law- Cocaine (RO)</td>
<td>Sale/Distribution of Controlled Substance in Violation of Law – Other (RO)</td>
</tr>
<tr>
<td>Possession of Controlled Substance in Violation of Law- Marijuana (RO)</td>
<td>Sale/Distribution of Controlled Substance in Violation of Law – Ritalin (RO)</td>
</tr>
<tr>
<td>Possession of Controlled Substance in Violation of Law- Other (RO)</td>
<td>Sale/Distribution of a Prescription Drug (Not a Controlled Substance or Narcotic) (RO)</td>
</tr>
<tr>
<td>Possession of Controlled Substance in Violation of Law- Ritalin (RO)</td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL VII: 365-day Suspension Out-of-school**

- Appropriate only for the offenses identified in this level
- Only the Assistant Superintendent can mitigate a recommendation for a 365-day suspension

<table>
<thead>
<tr>
<th>Possession of Firearm or Powerful Explosive (see definitions for “firearm” and “destructive device” in section II above) (RO)</th>
</tr>
</thead>
</table>

**LEVEL VIII: Expulsion**

- Appropriate when school officials can show by clear and convincing evidence that a student, 14 years of age or older, constitutes a clear threat to the safety of other students or school staff when he or she is in school
- The student does not have to be arrested or charged with a crime to be recommended for expulsion
- If mitigating factors apply, consider Level IV, or V, or VI sanction

<table>
<thead>
<tr>
<th>Assault Involving the Use of a Weapon (RO)</th>
<th>Rape (PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault Resulting in Serious Injury (PD)</td>
<td>Robbery with a Dangerous Weapon (PD)</td>
</tr>
<tr>
<td>Homicide (PD)</td>
<td>Sexual Assault Not Involving Rape or Sexual Offense (see AR 5131.7 for definition) (PD)</td>
</tr>
<tr>
<td>Kidnapping (PD)</td>
<td>Sexual Offense (see AR 5131.7 for definition) (PD)</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Possession of a Weapon (with intent to use or risk of harm; excluding firearms and powerful explosives) (RO)</td>
<td>Taking Indecent Liberties with a Minor (see AR 5131.7 for definition) (PD)</td>
</tr>
</tbody>
</table>