

East Wake iTech & Design Magnet High School Student Handbook 2024-2025

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Introduction and Welcome

We are thrilled to have you as a part of our vibrant school community. Our mission is to create a positive, innovative, and inclusive environment where both staff and students can thrive. Together, we will pursue excellence in education and ensure the overall well-being of everyone in our school community.

This handbook serves as the official guide for operations at East Wake iTech & Design Magnet High School. All faculty, staff, and students are responsible for understanding and complying with the WCPSS Code of Student Conduct, as well as the school board policies governing student behavior and conduct. The WCPSS Student/Parent Handbook, which includes all relevant Code of Student Conduct policies, is distributed to students and parents at the start of each school year or upon enrollment in WCPSS. These policies are also available on the WCPSS district website. In the event of any conflict between the rules outlined in this handbook and WCPSS policies, the WCPSS policies will take precedence.

School Information

Mission Statement

East Wake iTech & Design Magnet High School will empower all students to become innovative thinkers, creators, and problem-solvers, cultivating college and career-ready leaders and valuable contributors to the community.

Vision Statement

EWHS envisions a future where every student emerges as a leader equipped with design thinking and technological skills to tackle challenges with confidence, creativity, and collaboration skills.

School Address and Contact Information

East Wake iTech & Design Magnet High School
5101 Rolesville Road
Wendell, NC 27591
(919) 365-2625 | (919) 670-4343 – Fax

Daily Bell Schedule

East Wake iTech & Design Magnet High School has designed our bell schedules to carefully optimize our students' learning experience. Please note that the Seminar is an intervention period during the 4th period that addresses a variety of student needs without diminishing the learning experience during other classes.

Regular Schedule

Period	Time
1st Period	7:25 a.m. - 8:44 a.m.

2nd Period	8:50 a.m. - 10:09 a.m.
3rd Period	10:15 a.m. - 11:34 a.m.
4th Period	11:40 a.m. - 12:54 a.m.
A Lunch	11:50 a.m. - 12:15p.m.
B Lunch	12:29 p.m. - 12:54 p.m.
5th Period	1:00 p.m. - 2:18 p.m.

2-Hour Delay Schedule

Period	Time
1st Period	9:25 a.m. - 10:25 a.m.
2nd Period	10:31 a.m. - 11:31 a.m.
3rd Period	11:37 a.m. - 1:12 p.m.
A Lunch	11:37 a.m. - 12:07 p.m.
B Lunch	12:42 p.m. - 1:12 p.m.
4th Period	Students do not attend Seminar on 2-hour delay days.
5th Period	1:18 p.m. - 2:18 p.m.

3-Hour Early Dismissal Schedule

Period	Time
1st Period	7:25 a.m. - 8:10 a.m.
2nd Period	8:15 a.m. - 9:05 a.m.
3rd Period	9:10 a.m. - 10:00 a.m.

5th Period	10:05 a.m. – 11:18 a.m.
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Administration and Staff Directory

Administration

Stacey Alston John Wall Katonnia Ford James Fitzgerald Pamela Age Anthony McKoy Tanya Byrd-Robinson Teika Sabino	Principal Assistant Principal Student Culture Assistant Principal Students A - Co Assistant Principal Students Cr - Ha Assistant Principal Students He - Me Assistant Principal Students Mi - R Assistant Principal Students S - Z Administrative Intern
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Student Support Services

Rosanna Ewais Toni Dupree Geraldine Bradshaw Matthew Hendricks Nefertari Bartley Carmelina Almanzar Melanie Lynch Terwana Donaldson	Dean of Counseling & Students Services Counselor A – Co 10th Grade Counselor Cr – Ha 12th Grade Counselor He – Me 11th Grade Counselor Mi – R 9th Grade Counselor S - Z College and Career SAP Counselor SAP Counselor
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Athletics (Head Coaches)

Charles Mann Anthony Piercy Ralph Love Kaytlin Cullipher Travis Hairston Angela Custis Marisa Corcoran Natalie Albero Ralph Love Craig Wilson Toni Dupree Shomeka Edmonds Juan Rodriguez Matthew Hendricks Kevin Crudup Emily Steele	Athletic Director Assistant Athletic Director, Baseball, Golf (W) Women's Tennis Athletic Trainer Football Softball Volleyball Soccer Men's Tennis Men's Basketball Women's Basketball Cheerleading Wrestling Golf (M) Indoor Track, Men's Track Women's Track, Cross Country
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Magnet

iTech & Design Overview

At East Wake iTech & Design Magnet High School, we aim to promote a culture of creativity, innovation, and problem-solving so students are prepared for future careers and further education. Our specialized curriculum incorporates technology as a tool for teaching and learning and fosters a creative environment. Students are encouraged to explore new ideas by using the design thinking process to problem-solve and think critically. Together, we create authentic learning experiences as we discover, excel, and become.

Design Thinking

Design thinking is a structured approach to problem-solving that includes using higher level critical thinking skills that promote inquiry, innovation and redefining. It emphasizes understanding user needs, creativity in generating solutions, testing and reinventing ideas. The typical stages of the design thinking process are as follows:

Empathize - This stage involves understanding the problem from the perspective of the users or shareholders. Design thinkers seek to empathize with users by observing and/or engaging with them to uncover their needs, motivations, and problem points.

Define - In this stage, the insights gathered from empathizing with users are synthesized and interpreted to define the core problem or challenge that needs to be addressed. This involves framing the problem in a way that guides the ideation and solution process.

Ideate - Ideation is the stage where designers generate a wide range of possible solutions to the defined problem. Creativity is encouraged, and brainstorming techniques such as mind mapping, sketching, or role-playing are commonly used to explore diverse ideas without judgment.

Prototype - This stage involves building representations of one or more of the ideas generated in the ideation phase. These prototypes can take various forms depending on the nature of the problem and may range from low-fidelity sketches or models to more refined simulations or mock-ups.

Test - Feedback is collected from users or shareholders on the prototypes. This feedback helps refine and improve the prototypes through multiple cycles of testing. The goal is to identify what works well and what doesn't early on, so adjustments and enhancements can be made effectively.

Notice, Reflect, Review or Share - In this stage, designers seek input from peers, users, or shareholders on the prototypes. This process encourages students to freely create, express, reflect on their learning journey, and share insights gained from peers and personal growth. The design thinking process allows for continuous improvement and ensures that the final solution is user-centered and effective in addressing the original problem or challenge.

AVID

The AVID (Advancement Via Individual Determination) program is a comprehensive initiative aimed at promoting college and career readiness throughout the school. It is designed to assist students in succeeding in high school and preparing for their post-secondary

education and future careers. AVID achieves this by focusing on academic support, skill development, and fostering a college-going culture to empower students to reach their full potential.

- AVID Elective Class
 - The AVID elective is specifically designed to assist students in their academic journey and college readiness. It focuses on equipping students with essential skills, including note-taking, organization, study habits, and time management. Additionally, it provides strategies for promoting critical thinking and fostering collaboration.
 - This class is paired with Math 1 Honors for 24-25 Freshman members. The elective class is by application and students are chosen based on their academic status, AVID criteria, and interview answers.

- Parent and Families AVID at a Glance Flyer
- WICOR-AVID uses WICOR strategies
 - W-Writing:
 - A tool for communication, reflection, and learning.
 - Inquiry
 - Visible organization of thought
 - Communication with authentic audiences.
 - I-Inquiry
 - Uncovering one's understanding
 - Critical thinking and questioning
 - Exploring a variety of ways to solve problems
 - Engaging in thinking, learning, and discussing to inspire innovations
 - C-Collaboration
 - Positive group interactions
 - Teamwork with shared responsibility
 - Sharing of ideas, information, and opinions
 - O-Organization
 - Managing materials, time, and self
 - Practicing methodical study habits
 - Planning and prioritizing school, work, and social tasks
 - Engaging in goal-setting, planning, and organization
 - Strategically and intentionally taking responsibility for one's own learning
 - R-Reading
 - Making connections between texts, self, and the world
 - Navigating and comprehending rigorous texts
 - Evaluating information from a variety of formats
 - Organizing and applying text-based learning

Dual Enrollment

- ***What is the Dual Enrollment Program?***
 - Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who complete college courses earn college credits they can take with them after graduation. In

many cases, students can earn dual credit - meeting high school graduation requirements with college credit. Career & College Promise (CCP) offers students these options.

- The Mission is to empower East Wake students by providing access to a rigorous and enriching dual enrollment program that seamlessly integrates college-level coursework into their high school experience. Through innovative educational opportunities and personalized support, we aim to inspire academic excellence, foster intellectual curiosity, and cultivate the skills necessary for lifelong learning and success in a rapidly evolving world. By bridging the gap between high school and higher education, we strive to equip our students with the knowledge, confidence, and capabilities to achieve their highest aspirations and make meaningful contributions to their communities and beyond.
- The Focus currently will include 2 pathway options
 - College Transfer Pathway and
 - Career and Technical Education Pathway
- The Goals for ALL students will include
 - **Academic Excellence:** Empower students to excel academically through a diverse array of college-level courses, ensuring readiness for higher education and beyond.
 - **Career Readiness:** Prepare students for future careers by offering pathways aligned with industry demands and emerging fields, fostering practical skills and professional competencies.
 - **Personalized Learning:** Tailor educational experiences to individual strengths and interests, promoting personalized growth and exploration of academic passions.
- **Links and documents that can be helpful**
 - Susan Wall (smwall@wcpss.net) Dual Enrollment Counselor
 - [NCDPI CCP program](#) information site
 - [School Personnel Advising Guide](#) from NCDPI
 - [Student Information Guide](#) from NCDPI

Academic Calendars & Important Dates

Report Card Issue Dates

Report cards will be distributed to students each grading period. Parents should expect students to bring report cards home on these dates: November 8, January 28, April 15, and June 18. The June report card will be mailed home.

Interim Report Issue Dates

Interim reports will be distributed to students every three weeks. Parents should receive interim by the following dates: September 19, October 11, November 22, December 20, February 12, March 7, April 21, and May 16. Grades are also available on PowerSchool. Parents will be contacted if a student is receiving a failing grade.

2024-2025 Testing Calendar

TEST NAME	Students	TEST DATE
PSAT	Anyone interested and paid by Sept. 6th	Oct 17, 2024
PreACT	All 10th Grade students	Nov 6, 2024
Workkeys Fall	Select 12th Grade students	Nov 6-7, 2024
Fall Final Exams	All students	Jan 13-17, 2025
ACCESS	ESL students	Feb 03-28, 2025
ACT	All 11th Grade students	March 11, 2025 Makeups March 12-21, 2025
Workkeys Spring	Select 12th Grade students	Feb 10-11
Spring Final Exams	All students	June 9-13, 2025
Retest	Non-Proficient Students	June 16-17, 2025

Exam Exemptions

Students in Grades 9-12 at East Wake Magnet High School may be eligible for exam exemptions based on specific criteria outlined below. This policy aims to recognize students' consistent academic performance and attendance throughout the semester.

Eligibility Criteria

1. **Grade Requirement:**
 - Students must have a projected final grade of B or higher in the course.
2. **Attendance Requirement:**
 - Students must have 10 or fewer absences in the course.
 - All absences, excused or unexcused, are counted equally toward the 10-day limit.
 - Personal college visitations are included in the 10-day absence count.
 - The principal may waive absences beyond the 10 days for documented reasons outside the student's control (e.g., medical or transportation issues).
3. **State Testing:**
 - Students cannot be exempt from state-mandated tests (EOC Exam & CTE Post-Assessments), including field testing.
4. **Principal's Authority:**
 - The principal, consistent with GS 115C-288, has the final authority to determine a student's exemption status.

Clarifications

- **Absence Calculation:**
 - The attendance count includes each instructional/student day of the semester and is calculated per class period by the teacher according to period attendance.
 - A student must be present for at least half of the class period to be considered present for that class.
 - Time missed for school-related activities (such as field trips, school athletic participation, etc., approved by the principal) and approved religious holidays are not considered absences for purposes of exemption.
 - Out-of-school suspensions count as an absence toward exam exemption. Remember, exam exemption is a privilege, not a right.
- **Optional Exam Participation:**
 - A student who is eligible for exemption may opt to take the final exam; the grade earned on the final exam will be used in calculating the student's final grade for the course.

General Expectations

At East Wake iTech & Design High School, we expect all students to maintain a high standard of professionalism in all endeavors. This includes adhering to communicated deadlines and expectations and ensuring timely and efficient completion of tasks. As a school's governing body for East Wake Magnet High, students should consistently promote a positive image of our school.

We encourage all students to be committed to their academic growth. Commitment involves taking initiative, being proactive, and fully engaging in the school's mission and vision. Students should strive to be the solution, not the problem, by approaching challenges with a constructive and problem-solving mindset.

Exhaust every effort to ensure the outcome for your academic success. Also being dedicated to supporting other peers academically, emotionally, and socially and using all available resources to help. Students should foster a positive and inclusive school environment where everyone feels valued and supported.

Headphones are allowed in the hallway so long as it is following the one ear rule.

AllTimely

This program is here to help keep everything running smoothly at East Wake iTech & Design Magnet High School. It's important for tracking where students are during the school day. All students must use the AllTimely system whenever they need to move around the building. This includes getting hall passes, being assigned mandatory remediation, and having tardies logged. Remember, your tardies will also be recorded in PowerSchool.

What You Need to Know:

- You must have an AllTimely pass to leave the classroom.
- Passes won't be given out during the first 10 minutes or the last 10 minutes of class.
- No students should be in the halls during these times.

Tardy Policy

Punctuality is essential for maintaining an effective learning environment and ensuring that all students receive the full benefit of instructional time. To support this, East Wake Magnet High School has established a tardy policy with specific consequences on a cumulative basis. Teachers are responsible for making communications with parents about the actions based on the students' tardy level for the tardy to your class. ECATS referral is required starting with tardy number seven. The following outlines the consequences for tardiness to encourage students to arrive on time for each class and minimize disruptions.

A student is considered tardy if they arrive up to 15 minutes after the tardy bell. If a student is more than 15 minutes late, they are considered skipping, and the appropriate procedures should be followed.

- First Tardy = Warning
- Second Tardy = Warning
- Third Tardy = Parent Conference (Teacher)
- Fourth Tardy = Lunch Detention
- Fifth Tardy = Lunch Detention
- Sixth Tardy = Two Lunch Detentions
- Seventh Tardy = Two Lunch Detentions
- Eighth Tardy = One Day of In School Suspension
- Ninth Tardy = Two Days of In School Suspension
- Tenth Tardy = One day Out of School Suspension and Parent Conference/Contract before student may return to school.

Grading Policies

The Wake County Public School System is dedicated to maintaining rigorous performance and achievement standards for all students. We require a fair and consistent process for evaluating and reporting student progress, making it understandable to students and parents and relevant for instructional purposes. Grades will be readily available through the PowerSchool Parent Portal, and parents will be encouraged to use this portal with multiple opportunities provided for access.

Our district's grading guidelines prohibit punitive grading practices that make it difficult to recover from isolated incidents of non-compliance (e.g., a missed homework assignment or one low grade on a test during a marking period). Grading practices will be based on factors directly related to learning objectives and will appropriately reflect students' academic mastery.

School-Wide Grading Policies

Grades serve as a system for evaluating and providing feedback to students and parents. All teachers will record and update at least one grade weekly in PowerSchool throughout the semester. Assignment names and descriptions in PowerSchool indicates the standard, objective, or skill being assessed.

Effective, two-way communication is vital for helping students succeed in school. Both parents and students should have ample opportunities to discuss academic progress to

ensure positive outcomes. As the performance changes, extreme changes in student performance should be discussed with parents and students promptly.

Grading Scale: A (100-90) B (89-80) C (79-70) D (69-60) F (Below 60)

Letter Grade	Academic	Honors	AP/CCP
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

By following these guidelines provides a transparent, fair, and effective grading system that supports student learning and achievement.

Homework

Homework is a vital part of the educational program. Homework must only be an extension of classwork and allow students to practice skills and apply concepts learned in the classroom. Students and parents will be informed of the specific homework requirements and the evaluation procedure for each course at the beginning of each semester through documents distributed by East Wake Magnet High School teachers and staff. Homework will not count more than 10% of a student's total quarter grade, as defined by departments.

Missing Work

Students will be expected to make up missed work. Missing work happens as a result of a student being absent from school/class with the exception of skipping. A missing assignment as a result of skipping is considered late work and is subject to the late work policy. The school-based grading plan shall include procedures for making up missed work for credit to a level described by the plan. The student is responsible for finding out what assignments are due and completing them within the specified time period. Below are specific guidelines to refer to:

- If the absence is approved in advance and/or the teacher assigns the work before the absence, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and make exceptions in the case of students whose excused absences were not planned and the nature of which would not support make-up work the day of return.
- If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to

make up work. Special consideration will be given for extended absences due to injury or chronic illness (WCPSS Board Policy 6000).

If a student does not meet the above-outlined guidelines for missing work, the assignment guidelines will then transition to the late work guidelines below.

Late Work

Students are expected to complete and turn in assigned work when it is due. Work submitted after the due date will be penalized, but not by more than 10 percent per day, with a maximum deduction of 40 percent of the original credit. No late assignment will be accepted after three weeks of the designated due date or the end of the grading period for which the assignment was due, depending on which comes first. After these dates, the decision to accept late work will be determined by individual departments and PLCs. If a student skips a class, the assignment is considered a late assignment and not a missing assignment. However, a documented skipping referral must be submitted for this to be enforced.

Objective Recovery Grading Guidelines

Any student who earns a grade lower than 60% has the opportunity to re-learn material, improve academic habits, and meet course objectives at any time during the semester. The core teacher must complete the East Wake Magnet High School Recovery Form for EACH student who receives a failing grade in a core subject area (Math, English, Science, Social Studies). This form will help identify the specific objectives that the student may need to complete to recover their credit.

Once the student has successfully recovered the missing content, the core teacher will replace the classroom assignments with at least a 60 for the work completed. Additionally, the quiz/test grades will reflect the grade earned on the final quiz of each module.

Artificial Intelligence (AI) Use

This policy is designed to guide students, staff, and the school community on the appropriate and responsible use of artificial intelligence (AI) tools, particularly generative AI, in classroom instruction, school management, and system-wide operations. The aim is to maximize the educational benefits of AI while mitigating potential risks, such as cheating and plagiarism.

The policy applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used within East Wake iTech & Design Magnet High School.

Responsible uses of AI tools include enhancing student creativity in writing, visual arts, and music composition, generating personalized study materials, quizzes, and visual aids, and providing personalized learning support through AI-powered virtual assistants. Students must critically assess AI-generated content and properly cite its use.

Prohibited uses of AI tools include cheating and plagiarism. Plagiarism, as defined by Wake County Public School System (WCPSS) policy, involves 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. This includes, but is not limited to, copying text, images, charts, or other materials from digital or print sources without proper

citation; intentionally misrepresenting work as one's own by paraphrasing items from digital or print sources without proper citation; using translation tools or resources to translate sentences or passages without permission; and using a thesis, hypothesis, or idea obtained from another source without proper citation. Students must not use AI to generate answers or complete assignments without proper attribution, and submitting AI-generated work as one's own without citation is considered plagiarism. Assignments will be structured to require personal context and original arguments to minimize opportunities for cheating. Additionally, using AI to manipulate media for bullying, harassment, or impersonation is strictly prohibited. Students and teachers should not rely solely on AI-generated content without human review and discretion.

Cheating and plagiarism are considered academic issues and will result in academic consequences. If this is a student's first violation of this policy in the course, the student will have the opportunity to redo the assignment with no more than a 25-point reduction from the reassigned grade (e.g., an assignment reassessed earning a 100 grade could receive no lower than 75 as the new grade). Repeat violators of this policy within the same course could face stricter academic consequences, the staff member should consult with their department administrator for further actions.

To advance academic integrity, AI tools can help cross-reference information and enhance fairness in assessments. Teachers will clarify when and how AI tools can be used in assignments and assessments, and technologies claiming to detect AI-generated content will not be solely relied upon to determine cheating or plagiarism. Regarding security, privacy, and safety, reasonable measures will be implemented to protect against unauthorized access and misuse of AI technologies. Personal or confidential information must not be entered into unauthorized AI tools.

This policy will be reviewed annually or as needed to ensure it meets the school's needs and complies with evolving laws, regulations, and technological advancements. Feedback from students, parents, teachers, and other stakeholders is welcome to improve this policy, ensuring it remains relevant and effective.

Guidelines for the Use of AI in Completing Assignments and Projects

At East Wake Magnet High School, we encourage the responsible use of AI by both students to enhance learning and productivity. AI tools can provide valuable assistance in research, writing, and project development when used ethically and appropriately. The following guidelines are designed to help you properly cite sources and maintain academic integrity when using AI for assignments, projects, and classwork. These guidelines should be integrated into your teaching of academic expectations throughout the school year and revisited regularly to ensure proper understanding and adherence before any use of AI. By fostering an environment of responsible AI use, we aim to prepare our students for the evolving technological landscape while upholding the highest standards of academic excellence.

Guidelines for Students

1. Ethical Use of AI

- Original Work: AI tools can assist with brainstorming, research, and organization, but the final work submitted should be your own. Avoid using AI to generate entire essays or projects.
- Attribution: If you use AI to assist with your work, clearly acknowledge how and which AI tools were used.
- Understanding and Learning: Use AI to enhance your understanding of the subject matter, not as a shortcut to completing assignments. Ensure that you can explain and discuss the content created with AI assistance.

2. Appropriate AI Tools

- Research Assistance: Use AI-powered research tools to gather information and sources. Always verify the credibility of the information provided by AI.
- Writing Assistance: AI tools can help with grammar checking, brainstorming, and structuring your writing. Use these tools to improve your writing skills, not to replace the writing process.
- Study Aids: Utilize AI-based study apps and tutoring systems to reinforce learning and practice problem-solving skills.

3. Academic Integrity

- Plagiarism: Do not use AI to produce content that you present as your own original work. This includes text generation, code, and other forms of academic output.
- Exams and Quizzes: Do not use AI tools to cheat on exams or quizzes. Follow WCPSS and EWMHS policies on academic honesty.

These guidelines aim to foster a responsible and ethical approach to using AI in academic work, ensuring that its benefits are maximized while maintaining the integrity of the educational process. Please see links below for more information on how to cite sources using AI and expectations around the EWMHS Honor Code.

Citing Sources

How to cite ChatGPT in APA Style

Create an APA reference entry that lists OpenAI as the author and ChatGPT as the title, adding the date of the version used (shown at the bottom of the page on the ChatGPT site), the descriptive text "Large language model" in square brackets, and the URL.

The in-text citation consists of "OpenAI" plus the year of the version you used. Add an in-text citation each time you quote or paraphrase text from the tool.

APA advises describing how you used the tool in your methodology section or introduction and including the prompt you used whenever you quote a ChatGPT response. You may also add an APA appendix that includes the full text of any longer ChatGPT responses you quote from.

Example: APA ChatGPT citation

APA format: OpenAI. (Year). ChatGPT (Month Day version) [Large language model].

<https://chat.openai.com>

APA reference entry: OpenAI. (2023). ChatGPT (Feb 13 version) [Large language model].

<https://chat.openai.com>

APA in-text citation: (OpenAI, 2023)

How to cite ChatGPT in MLA style

MLA suggests creating a Works Cited entry for any responses you quote or paraphrase from ChatGPT, as well as an in-text citation at the point where you include it in your text.

The Works Cited entry starts with the title (the specific prompt you used, in quotation marks). Then write "ChatGPT" and the date of the version you used, "OpenAI", the date when you received the response, and the general URL of the tool.

The in-text citation consists of a shortened version of the title (shortened to three words) in quotation marks.

Example: MLA ChatGPT citation

MLA format: "Text of prompt" prompt. ChatGPT, Day Month version, OpenAI, Day Month Year, chat.openai.com.

MLA Works Cited entry: "Tell me about confirmation bias" prompt. ChatGPT, 13 Feb. version, OpenAI, 16 Feb. 2023, chat.openai.com.

MLA in-text citation: ("Tell me about")

MLA advises that if you use an AI tool like ChatGPT or Bing AI to locate sources and then use those sources in your work (rather than using the AI-generated text itself), you only need to cite the sources you actually used, not the AI tool used to find them.

MLA also states that if you used an AI tool to edit your writing or translate words, you should acknowledge this at an appropriate point in your text or in a note.

How to cite ChatGPT in Chicago style

Chicago style recommends citing ChatGPT in a Chicago footnote, treating it as a personal communication similar to an unpublished interview. Personal communications are non-retrievable sources and therefore shouldn't be included in your Chicago bibliography.

If the prompt you used on ChatGPT is already mentioned in your text, the footnote consists of the phrase "Text generated by ChatGPT", the date you prompted it, "OpenAI", and the URL. Use the general URL of the tool, not one that links you to the specific response – this won't work for other users.

If you cite the same ChatGPT text again, you can shorten the note to just "ChatGPT".

Example: Chicago ChatGPT citation:

1 Text generated by ChatGPT, March 31, 2023, OpenAI, <https://chat.openai.com>.

2 ChatGPT.

If the prompt you used doesn't already appear in your text, add it to the footnote.

Example: Chicago ChatGPT citation including prompt:

1 ChatGPT, response to "Tell me about confirmation bias," February 16, 2023, <https://chat.openai.com>.

If you've edited the text generated by ChatGPT, mention this in your note.

Example: Chicago citation of edited ChatGPT text

1 Text generated by ChatGPT, March 31, 2023, OpenAI, <https://chat.openai.com>. Edited for style and content.

East Wake Magnet High School Honor Code

Honor Code: Members of the East Wake Magnet School community should embody personal honor, integrity, and responsibility, upholding the honor code in all that they do. Per WCPSS Policy 4310, academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork measures student performance, academic honesty facilitates an accurate measurement of student learning. Each student, parent, family, and staff must promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty require all stakeholders to share responsibility for this policy. In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach academic integrity and honesty expectations and promote the honor code.

Prohibited Behavior

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:

- Copying from another student's examination, assignment, or other coursework with or without permission.
- Allowing another student to copy work without authorization from a teacher or administrator.
- Taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf.
- Using notes or resources in any form, including written or online, without authorization.
- Sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through 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 original work without properly crediting the source. Plagiarism includes, but is not limited to:

- Copying text, images, charts, or other materials from digital or print sources without proper citation.
- Intentional misrepresentation of work as your own by paraphrasing items from digital or print sources without proper citation.
- Using translation tools or resources to translate sentences or passages without permission.
- 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:

- Falsifying another person's name on a school-related document such as a test or report.
- Buying or selling test questions or answers.
- Copying secure test materials and providing the materials to others.
- Paying for or receiving anything of value to complete a school assignment.

Violations of the Honor Code by Course only: When a student cheats, plagiarizes, or falsifies, the student has violated a trust, and the logical consequence is to limit the privileges that show we trust the student. [\(For example, if a student is enrolled in both English and Math and commits an Honor Code violation in each course, they will receive a first offense violation for each respective course.\)](#) The following consequences will be assigned:

- 1st Offense: Student/teacher conference, parental notification, documentation of the incident, advisers of extra-curricular activities will be notified, Honor Society notified if a member and student can redo the assignment (highest grade earned can be 75%). Clubs and organizations may choose to impose additional consequences based on their bylaws.
- 2nd Offense: Documentation of the incident, advisers of extra-curricular activities will be notified, Honor Society notified if a member and student can redo the assignment (highest grade earned can be 50%). Students may be assigned administrative disciplinary consequences. Clubs and organizations may choose to impose additional consequences based on their bylaws.
- 3rd Offense: Consult with your department chairperson and alpha administrator. Students may be assigned administrative disciplinary consequences. Clubs and organizations may choose to impose additional consequences based on their bylaws.

Pledge: Each EWMHS student will be asked to sign the EWMHS Honor Code as follows:

As members of the East Wake Magnet High School community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say, do, and write. We are responsible for the academic integrity of our work. We pledge that we will not cheat.

School-wide Culture Plan

The East Wake Magnet High School (EWMHS) School-Wide Culture Plan, emphasizing the core values encapsulated in "WARRIOR PRIDE": Proactive, Respect & Responsibility, Integrity, Discipline, and Excellence. This comprehensive plan outlines our commitment to fostering a positive, respectful, and engaging educational environment. We strive for Proactive Professionalism, maintaining timely communication and consistent updates. Respect and Responsibility are upheld through respectful interactions and responsible behavior. Integrity is paramount, as we emphasize honesty and accountability. Discipline ensures compliance with school policies, encouraging self-control and professionalism. Lastly, we pursue Excellence daily, providing compelling and engaging lessons to enhance student learning and success.

P – Proactive

R – Respect & Responsibility

I – Integrity

D – Discipline

E – Excellence

Student Code of Conduct

The academic and social expectations for students at EWMHS are high. All students will comply with the WCPSS Code of Student Conduct. Any physical or verbal disturbance that occurs within the learning environment and interrupts or interferes with teaching or orderly conduct of school activities is prohibited. Students are expected to display appropriate behavior at all times; in the classroom, hallways, restrooms, cafeteria, gyms, parking lots, buses, and at all school-sponsored events.

Disciplinary measures vary based upon the seriousness of the infraction. Teachers and school administrators must adhere to the measures prescribed by the policies of the Wake County Public School System. When a student violates a classroom or school standard, the student may be referred to the proper school administrator, who will make any necessary investigations. If disciplinary measures are necessary, the administrator may assign, but is not limited to lunch detention, teacher-assigned after-school detention (ASD), In-School-Suspension (ISS), or Out-of-School suspension (OSS).

Rules of Conduct

The Code of Student Conduct rules are leveled according to the seriousness of the behaviors and range of potential disciplinary consequences. (See [WCPSS Code of Student Conduct](#) for full policy descriptions).

School Policies and Procedures

Attendance Policies

Attendance is taken very seriously at East Wake /Tech & Design Magnet High School. There is a high correlation between attendance and achievement, and regular attendance is crucial to student success. EWMHS will maintain accurate attendance information and will share this information with parents and students. It is extremely important for parents and students to closely monitor and document absences. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Attendance must be taken each day of the school year. Attendance is required to be taken by block for all students.

When warranted by an emergency situation and where authorized by law, the superintendent may temporarily direct schools, in full or in part, to conduct classes remotely, with the understanding that ongoing remote instruction requires Board approval. For purposes of this policy, an "emergency situation" includes a natural disaster, inclement weather, public health emergency, or other situation that threatens the health and safety of employees, students, or the community.

Remote instruction days take place entirely in the virtual learning environment and may or may not include attendance in live, real-time instruction.

To be counted present during remote instruction days, either of the following two statements must be true.

- Student completes their daily assignments, either online or offline, and/or a student is present in synchronous (live, real-time) instruction.
- Student has a daily check-in or a two-way communication in a manner acceptable to the school with the appropriate teacher(s) in each course as listed on the student's schedule.

A student's failure to log into a particular online program or lesson on a given remote instruction day shall not be grounds to mark the student absent for the day so long as the student meets one of the other attendance requirements described above. A teacher may subsequently change a student's attendance status from absent to present based on evidence of student engagement submitted on a later date.

Excused Absences

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

- Personal illness or injury which makes the student physically unable to attend school
- isolation ordered by the local health officer or the State Board of Health
- death in the immediate family (including, but not necessarily limited to parents/guardians, siblings, and grandparents)
- medical, dental, or other appointment with a health care provider for the student or for a child for whom the student is the parent
- Attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness
- Observance of an event required or suggested by the religion of the student or the student's parent(s)/guardians

- participation in a valid educational opportunity, such as travel or service as a legislative or
- Governor's page or college visit, with prior approval from the principal
- Pregnancy and related conditions or parenting, when medically necessary
- Visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting

Excuse Notes must include the following:

- Student's name – first and last – no nicknames
- Date(s) absent
- Time leaving school
- Reason for leaving
- Parent/Guardian signature
- Home and work phone numbers of parents

Notes must be brought to the Attendance Office within two (2) days of returning from the absence and presented BEFORE the start of first period or during lunch. Absences not documented within two (2) days will be classified as unexcused, as mandated by School Board Policy 6000.4. Absence notes will not be accepted via fax or email. Students who were absent from school the previous school day and have a note must report to the attendance office before school from 7:05–7:20 or during lunch.

Unexcused Absences

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

Educational Leave

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

College Visits

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

Check-In

Students arriving at school after 7:35 AM must sign in the front office utilizing AllTimely and a digital record will be created. Habitually late students will receive disciplinary consequences and may lose parking privileges and/or off-campus lunch privileges.

Check Out: With Note

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

Check Out: Without Note

If a student needs to check out early and does not have a note, a parent or guardian must go to the main office and check the student out. Phone calls, faxes, and emails are not accepted. Any parent/guardian who checks out a student must show a picture ID and be on the approved contact list.

If a student goes off campus for lunch and does not return because he or she is ill, a parent must go to the school and officially check the student out.

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

Attendance Communication

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

Participation in Interscholastic Activities

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

Make-Up Work

Any student who misses a class is entitled and expected to make up assignments. The student is responsible for getting the missed assignments and scheduling times to make up tests. Teachers will communicate their expectations for completing make-up work. Each teacher's assistance/office hours are posted outside his/her classroom door. Students who are absent for an extended time due to illness or emergency should contact student services for assignments. Assignments that are assigned prior to an absence will be due upon return; this includes tests that are scheduled for the day of return. If make-up work is not assigned in advance, for absences of 1 to 3 days, the student will have a minimum of 1

day for each absence to complete the missed assignments. For absences exceeding 3 days, the student will have a minimum of 2 days for each absence to complete assignments. Students receive full credit for make-up work after an absence if it is completed according to teacher expectations.

Absences resulting from out-of-school suspensions are unexcused. Make-up work can be arranged with teachers. Students will receive full credit for exams.

Security and Safety Protocols

The following safety procedures should be followed by everyone during the day-to-day operation of the school.

- All exterior doors should remain closed and locked at all times. There should not be doors propped open at any time.
- Students and staff should not open any outside doors for guests or students. Those individuals should be reporting to the main office to enter the building.
- It is recommended that classroom doors remain locked when at all possible.
- Teachers should have their keys on their person at all times so that doors can be locked quickly during emergencies.

Tornado Drill

The importance of tornado safety cannot be over-emphasized. Familiarizing yourself with these procedures helps prevent tragedy. Each year, we participate in the statewide tornado drill to ensure our readiness.

Notification and Initial Actions: Upon notice to the school of a tornado, an announcement will be made over the intercom. At this notice:

- All classwork should cease immediately.
- Students should wait quietly in their seats for further instructions.
- Teachers should turn off all equipment.

Evacuation Procedures: When instructed over the intercom:

1. Students should move quickly from their rooms in an orderly fashion to their assigned shelter areas.
2. Leave all belongings except clothing in the classroom.
3. Upon reaching the assigned areas, students should be seated on the floor facing the wall or lockers.
4. Coats and jackets can be used to cover heads, arms, and legs to reduce injury from flying glass and debris.

During the Drill: Students should remain quiet and stay in position until the "all clear" signal is given or until further instructions are issued. The "all clear" signal will be given via the intercom and bell.

Tornado Watch vs. Tornado Warning:

- Tornado Watch: Conditions are right for tornadoes to develop. No immediate action is required from teachers; administrative staff will monitor conditions.
- Tornado Warning: A tornado has been sighted in the area. The emergency plan goes into effect. The alarm will be sounded, students will move to their shelter areas,

custodial staff will attend to utilities, and the plan remains in effect until the all-clear is given.

Fire Drill

When the fire alarm sounds, it's important that everyone, including students, staff, and guests, evacuates the building immediately. You'll need to stay outside until the building is completely cleared and you're given the all-clear to return by the administration.

Here's what you need to do:

- **Evacuate Immediately:** When the alarm goes off, follow your teacher out of the classroom through the nearest exit. Stay close to your class and move as far away from the building as possible, but avoid blocking areas where emergency vehicles might need to go.
- **Know Your Area:** Be familiar with where your class is supposed to go during a fire drill:
 - If you're in the 1500, 150, 1700, 250, 2500 hallways, or trailers, head to the area behind the practice field.
 - If you're in the 140, 240, 2200, 1200 hallways, media center, or main office, go to the football field area.
 - If you're in the 2300, 1300, 170 hallways, or gyms, go to the student parking area.
 - If you're in the cafeteria, head to the visitor parking area closest to the road.
- **Stay Orderly and Quiet:** As you exit, be calm, quiet, and orderly. This helps ensure everyone's safety.
- **Stick with Your Class:** Once outside, stay with your class and teacher in your designated area. Your teacher will take attendance to make sure everyone is accounted for.
- **Special Instructions:** If you're in a wheelchair, you'll be taken to the nearest stairwell and supervised by an adult during the drill. Remember, never use elevators during a fire drill.
- **No Leaving Campus:** During the drill, you are not allowed to leave campus, even if you're just arriving. If you're coming to school when the alarm goes off, park in the first available spot and wait there until the drill is over.

By following these steps, we can make sure that everyone stays safe during a fire drill. Thanks for your cooperation!

Alternative Learning Center

The Wake County Public School System implemented Alternative Learning Centers (ALCs) to support high school students in jeopardy of academic or behavioral failure and reduce out-of-school suspensions. ALCs offer in-school options for short—and long-term academic and behavioral placements, providing enhanced academic support for students removed from the regular classroom to improve their outcomes.

ALC may be used for academic support and recovery, behavioral support, and in lieu of out-of-school suspension. The ALC program is distinct from ISS due to its inclusion of an academic component and alignment with Alternative Learning Program (ALP) standards. Students may be considered for ALC placement if they:

- In jeopardy of academic failure, not being promoted, or not graduating.

- Have multiple Level 1 or Level 2 behavioral offenses.
- Are re-entering from an out-of-school suspension (OSS) of three or more days.
- Need to make up assignments after a long-term absence and in jeopardy of academic failure.

An intervention team determines the appropriate placement plan for each student. Placement options include a 10-4-10 plan at the high school level and a 30-day behavioral plan for repeat violators of level 2 behaviors. The expected outcome of an ALC placement is for the students to return to their regular classrooms and make satisfactory progress toward academic and behavioral standards.

Teachers can request ALC placement using the recommendation form. The referral process for student placement in ALC by administration differs from that of teachers.

By adhering to these guidelines, WCPSS aims to provide a supportive environment that promotes academic and behavioral success for all students.

Communication Guidelines

Parent-Teacher Communication

At East Wake High School, effective communication is key to fostering a collaborative and supportive educational environment. We distinguish between sharing information and true communication. Sharing information involves distributing details where a response is not necessary or expected. Communication, on the other hand, is a two-way exchange between teachers and parents that leads to a plan of action.

Sharing Information

Parents at East Wake High School can expect to receive information through various channels, including parent letters, syllabi, handbooks, PowerSchool updates, newsletters, web pages, phone calls, emails, letters, report cards, interims, and the phone messenger system. A parent letter will be provided in the first week of each semester, including a positive greeting, teacher contact information, a request for parent contact information, and an overview of what parents and students can expect, along with a syllabus detailing grading policies and classroom expectations. These letters and policies will align with East Wake High School and WCPSS guidelines. Teachers will post grades weekly in PowerSchool and ensure accurate attendance and tardy records are maintained both electronically and manually. Interim reports will be sent at 3 and 6 weeks each quarter. Teachers will also update their individual web pages on the school website with important dates and major assignment information at least one week prior to due dates.

Communication

True communication, which involves a two-way exchange that results in a plan of action, will be initiated by teachers under specific circumstances. These include when a student's grade changes by at least two letter grades or falls below a C average at the end of 3, 6, or 9 weeks; when a student has 3 absences in a class; before a teacher assigns detention; and before a teacher submits a discipline referral. This approach ensures that parents are kept informed and involved in their child's academic progress and behavior.

Use of Canvas for Sharing Information with Students and Parents

Canvas will be utilized as a primary tool for sharing information with students and parents. Teachers will post syllabi, assignments, grades, and important class updates on Canvas. This platform allows for a centralized location where both students and parents can access critical information about coursework and school activities. By keeping Canvas updated, teachers help ensure that everyone stays informed and engaged in the educational process.