



Student/Parent HANDBOOK

2022-2023



Find us on Social Media

Website: www.researchtrianglehighschool.org

Twitter: [@restrihigh](https://twitter.com/restrihigh)

Athletics Twitter: [@RTHSRaptors](https://twitter.com/RTHSRaptors)

Facebook: [Research Triangle High School](https://www.facebook.com/ResearchTriangleHighSchool)

Instagram: [rths_raptors](https://www.instagram.com/rths_raptors)

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HISTORY

The Contemporary Science Center is an educational nonprofit founded in 2002 created to adapt scientific discoveries and processes that originated in Research Triangle Park into long-format lab activities for high school students. Its focus was on experiential learning: immersing students in the process of science so as to change their thinking about science and make lifelong engagement with science more accessible. In 2011, a team of educators, professionals, and scientists collaborated to create Research Triangle High School and write a charter, which was approved in 2012. The school opened August 13, 2012 at 10 Park Drive in the Research Triangle Park, with an inaugural class of 147 ninth graders. In January of 2016, the school opened at its current location, the former Sigma Xi world headquarters in RTP. The school has since implemented a personalized learning philosophy that seeks to develop students' ability to manage their own learning beyond high school.

MISSION, VISION, AND CORE VALUES

Mission Statement

To increase access to globally competitive Science, Technology, Engineering, and Math (STEM) education for students and teachers across North Carolina by incubating, proving and scaling innovative models of teaching and learning.

Vision Statement

To provide the tools and develop the capacity for students to intentionally determine their futures.

Core Values

1. We are responsive.
2. We respect each other.
3. We find joy in learning and discovery.
4. We provide students with the tools to access power.
5. We hold high standards and encourage growth through failure.

ANTI-DISCRIMINATION POLICY

Research Triangle High School does not discriminate on the basis of race, color, religious creed, national origin, ancestry, sexual orientation, disability or handicap. No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap, be denied equal access or admission to school programs, courses, extracurricular activities and employment opportunities. In addition, under section 504 of the federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity at the school.

Ten years of educating has taught us a lot about learning, and that is reflected in our value statements.

1. **We are responsive.** We take time and make effort to know our students and we value their experiences, their truths, and their family context. We have built a system that recognizes and adapts to the needs of our students while still holding high achievement and effort paramount.
2. **We respect each other.** Our students, staff, parents, board, and others who deal with our school recognize the difficulty of the teaching profession and of the learning process for students. These days school is a high-stress environment, and we deal with issues extending far beyond just classroom learning. It is critical to have a school where all approach each other with a noble purpose, appreciating our backgrounds, preparation, and history, we build from responsiveness to respect, which is critical for supporting our students and our teachers.
3. **We find joy in learning and discovery.** Both students and teachers are learning every day. This is collaborative. As challenging as learning is, there must be a way to engage our emotions as well. Science tells us that linking emotion and learning is powerful and productive. We want students to be able to find joy in their work, as that joy will continue to drive them beyond school, and that joy will give them power over the challenges they meet in the world beyond school.
4. **We provide students with the tools to access power.** The world is structured in a way that controls who moves through it. Student progress is historically governed by ZIP code, and we seek to enable students to break that legacy. Our students deserve control of their lives: professional, economic, political, and social. As adults who have navigated the world, we work to pass that practical knowledge to students, so that we are addressing more than just subject matter content every day. We aspire to a society free of the tyranny and oppression of racism, classism, sexism, and the structural systems left to us by previous generations that stamp our children at birth.
5. **We hold high standards and encourage growth through failure.** Finally, we learn lessons intentionally and unintentionally. It is our goal as instructors, counselors, and leaders to support our students through those experiences, so that they become bumps rather than the end of the road. We promise two fundamental statements that underlie all we do in our daily work: provide students with opportunities to demonstrate knowledge and insist on high quality work. Failure, with support, leads to growth. Whatever the circumstances, though, we have the capacity to change in response to setbacks, and we are responsive.

RESEARCH TRIANGLE FACULTY & STAFF

Leadership Team

Executive Director (Principal)
Dean of Students
Assistant Principal
Director of Operations

Chris Elliott
Dr. Melissa Mann-Bailey
Akiba Griffin
Brandon Mitchell

celliott@rthighschool.org
mmann-bailey@rthighschool.org
agriffin@rthighschool.org
bmitchell@rthighschool.org

Administration

Director of Instruction

SJ Casar

scasar@rthighschool.org

Technology Team

Data & Community Outreach
Digital Media Director
Chief Technology Officer

Adese Hanna
Jay Liotta
Cornelius Gloria

ahanna@rthighschool.org
jliotta@rthighschool.org
cgloria@rthighschool.org

Student Services Team

Counselor
Counselor
Co-Director of Career & College Advising
Co-Director of Career & College Advising

Kristen Cook
Tanisha Mills-Silver
Sarah Overman
Jenni Johnson

kcook@rthighschool.org
Tmills-silver@rthighschool.org
soverman@rthighschool.org
jjohnson@rthighschool.org

Athletics Team

Athletic Director
Assistant Athletic Director

Alex Drake
Jarred Franklin

adrake@rthighschool.org
jfranklin@rthighschool.org

TEACHING FACULTY

ENGLISH

SJ Casar scasar@rthighschool.org
Leatha Fields-Cary lfields Cary@rthighschool.org
Eric Genesky egenesky@rthighschool.org
Jessica Stokes jstokes@rthighschool.org
Dina Al-Sabawi al-sabawi@rthighschool.org
Sarah Anderle sanderle@rthighschool.org
Elizabeth Balazs ebalazs@rthighschool.org
Madison Carr mcarr@rthighschool.org
Paul Stapleton pstapleton@rthighschool.org

MATHEMATICS

Deepthi Cherukuri dcherukuri@rthighschool.org
Alan Goldstein agoldstein@rthighschool.org
Chris Bush cbush@rthighschool.org
Josh Edwards jedwards@rthighschool.org
Susie Lee slee@rthighschool.org
Dr. Ani Tshantshapanyan atshantshapanyan@rthighschool.org
Antonyo Douglas adouglas@rthighschool.org

SOCIAL STUDIES

Tiz Godwin egodwin@rthighschool.org
Alex Drake adrake@rthighschool.org
Jeff Guilford jguilford@rthighschool.org
Shana Nix smobley@rthighschool.org
Jenna Skarda jskarda@rthighschool.org
Connor Wilkins cwilkins@rthighschool.org

SCIENCE

Steve Butera sbutera@rthighschool.org
NC Haischer nhaischer@rthighschool.org
Stacey Kaufman skaufman@rthighschool.org
Allison Mackey amackey@rthighschool.org
Heather Futrell hfutrell@rthighschool.org
Tommy Slusser tslusser@rthighschool.org
Annie Sider asider@rthighschool.org
Danielle Latour dlatour@rthighschool.org

WORLD LANGUAGES

Katherine Baker kbaker@rthighschool.org
Sue Hess shess@rthighschool.org
Jayshree Sadhwani jsadhwani@rthighschool.org

FINE ARTS

Ian Finley ifinley@rthighschool.org
Alder Keene akeene@rthighschool.org
Angelina Soulasinh asoulasinh@rthighschool.org

SPECIAL PROGRAMS

Shelley Jones, Director
Andrew Green
Anthony Rosado

sjones@rthighschool.org
agreen@rthighschool.org
arosado@rthighschool.org

HEALTH AND PHYSICAL EDUCATION

Jarred Franklin jfranklin@rthighschool.org

COMMUNICATING WITH FACULTY & STAFF

Faculty and staff are expected to respond to and acknowledge messages within 24 hours, and provide considered answers to questions within three days. If an issue takes more time to resolve, that will be communicated. We want to balance teacher lives with effective communication.

By Telephone

What is the deal with the phones at RTHS?

All faculty and staff members may be reached at the front office number, **919-998-6757**. Each teacher has an individual extension and voicemail box. In addition, some teachers have their own private work numbers which they may share.

Can I leave a voicemail message at the main number?

Yes, and you can also leave messages directly for teachers if you know their direct extensions

By Fax

Does the school have a fax number?

Yes, that number is 919-998-3402. We can even send and receive faxes in *color* in the twenty-first century.

By Email

The faculty and staff at Research Triangle High School principally communicate by email. We do so for several reasons, including keeping records of communication, ease of tracking, and accessibility at any time or place. If you would prefer to receive paper copies of notices, please contact the front office.

By Student Backpack

For very important, but not time-sensitive issues, we will also send home letters. These letters will usually be sent through the Mentor, with a return signature or communication requested. Historically, asking students to take papers home to families has been problematic at every school.

By ParentSquare

What is ParentSquare?

ParentSquare is a platform designed to communicate with you at the school, and in your classrooms and groups. With ParentSquare you'll be able to

- Receive all school and classroom communication via email, text or app
- View and download photos
- View the school and classroom calendar and RSVP for events
- Easily sign up to volunteer and/or bring items^[SEP]

How do I activate my ParentSquare account?

Parents will receive an email notification from ParentSquare to activate their account. After activating your account, parents will be able to access ParentSquare through www.parentsquare.com or through the iOS or Android app.

How do I use ParentSquare?

Parents Getting Started [Video](https://vimeo.com/187431155/338cf3f348) - <https://vimeo.com/187431155/338cf3f348>

ParentSquare Tour and Features [Video - https://vimeo.com/186008987/ab5d20a52e](https://vimeo.com/186008987/ab5d20a52e)
 Parent App [Video - https://vimeo.com/307587191/55b5893b30](https://vimeo.com/307587191/55b5893b30)

TEACHER CONFERENCES

To request a teacher conference with the student’s mentor and current teachers, parents or guardians should contact the dean of students and leave a date or possible dates convenient for the meeting. Once the conference has been scheduled, the office staff will contact the parent. If a conference is needed with an individual teacher, the parent should contact that teacher by email.

I have a question. Who do I call/email?

Who?	About What?
Teachers (First point of contact, usually. See above for email addresses.)	Assignments Grades Class Policies Classroom concerns
EC Case Managers Shelley Jones, Director sjones@rthighschool.org Andrew Green agreen@rthighschool.org Anthony Rosado arosado@rthighschool.org	IEP implementation Schedule a meeting Student performance
Leadership Team Chris Elliott, ED/Principal celliottr@rthighschool.org Dr. Melissa Mann-Bailey, Dean of Students mmann-bailey@rthighschool.org Akiba Griffin, Asst. Principal agriffin@rthighschool.org Brandon Mitchell, Director of Operations bmitchell@rthighschool.org	School Policy Discipline Conflict Resolution Testing
Front Office Staff office@rthighschool.org	School Record Request Absences Tardies
Counselors Kristen Cook kcook@rthighschool.org Tanisha Mills-Silver tmills-silver@rthighschool.org	Student Schedules Transcripts Grade Records NC Virtual Public School Courses Student Wellbeing

<p>College Counselors Sarah Overman, Director soverman@rthighschool.org Jenni Johnson jjohnson@rthighschool.org</p>	<p>College Applications Scholarships Post-high school issues</p>
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CALENDAR

School calendars are located on the RTHS’s website under About Us / Calendars and Schedule or the link below.

[RTHS 2022-2023](#)

STUDENT CODE OF CONDUCT

The Research Triangle High School’s expectation for student behavior are based upon the following governing principles:

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others both at school and during school-sponsored activities.
2. Students shall treat school property and facilities with care and respect.
3. Students shall treat the property of others with care and respect.
4. Students will follow the school’s Honor Code and be honest in all academic and social situations.
5. Student behavior will reflect positively upon the school.

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted, it is turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Parental involvement
- Isolation or time-out for short periods of time
- Behavior improvement agreements (contracts)
- Limitation of technology privileges
- Individual or small group sessions with an administrator
- Silent Lunch
- Detention during lunch or before/after school
- Exclusion from extracurricular activities
- Suspension or exclusion.

The school is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including, but not limited to, immediate suspension and/or recommendation for longer-term consequences.

This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

Failure to follow the instruction of a teacher, administrator or other school official and any conduct in violation of any written rule, policy or procedure or code of The school will result in appropriate disciplinary measures.

DEFINITIONS

- **Short-Term Suspension:** suspension from school, school activities and school grounds for a period of up to ten (10) school days.
- **Long-Term Suspension:** suspension from school, school activities and school grounds for more than ten (10) school days, but less than exclusion.
- **Exclusion:** Permanent removal of the student from school, school activities and school grounds. A charter school student who has been excluded may return to his local educational agency pursuant to North Carolina law.
- **Expulsion:** Permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff.

TIER I OFFENSES

Result: Parent engagement, lunch detention, limitation of technology privileges.

- Dress Code violations
- Academic Integrity violations
- Littering on school property
- Repeatedly refusing to complete school assignments
- Violation of the Technology Use Agreement
- Repeatedly neglecting to bring notebook, pencil and/or other learning materials to class
- Cell phone/headphone use during the school day
- Violation of Technology Acceptable Use Policy

TIER II OFFENSES

Result: Scheduled Detention, In School Suspension, Exclusion, or Short/Long-term Out of School Suspension, Suspension of technology privileges

- Committing repeated Tier I offenses
- Failure to comply with other assigned consequences
- Deliberately disrupting the normal educational process in the classroom

- Failure to attend an assigned class without a valid excuse, skipping school or cutting classes
- Use of profanity and/or an obscene gesture
- Lying to or deliberately deceiving a teacher or a staff member
- Willfully leaving the classroom or school grounds without permission
- Inappropriate public displays of affection
- Failure to follow instructions of school staff
- Unauthorized or inappropriate use of any electronic device while on school property not associated with the educational process during normal school hours.
- Throwing objects in the classroom or on school grounds
- Repeated tardiness
- Use of inappropriate language
- Insubordination
- Repeated violations of the Honor Code such as cheating and/or plagiarism
- Taking unauthorized or inappropriate photos or videos of another individual
- Bullying/harassment (cyber-bullying included)
- Any conduct committed off-campus that (a) if committed on campus would constitute a Tier II offense and (b) has a reasonable relationship to school operations
- Causing breakage to another student's school issued technology

TIER III OFFENSES

Result: Suspension or possible disciplinary hearing for repeated and/or severe behavior, which could include but would not be limited to a Long-Term Suspension or Exclusion from attending Research Triangle High School.

- Committing a combination of or repeated Tier I and/or Tier II offenses
- Using school technology or network to access pornographic, violent or other unacceptable content either at school or at home using school-owned electronic devices.
- Accessing, producing, posting, displaying or sending offensive message, music or images, including images of exposed body parts
- Damaging the reputation of a staff member – defamation of character.
- Trafficking, possessing and/or using tobacco/nicotine products on school property or at a school-sponsored event including the use or possession of electronic cigarettes or paraphernalia.
- Stealing or possessing stolen property
- Threatening to physically harm or attack another student, staff member or adult on school property or at a school-sponsored event
- Physically striking or attacking a student, staff member or adult whether as an individual act or with the assistance of others
- Possessing, handling, transferring or bringing a weapon or ammunition (including a toy weapon; example – toy gun, toy knife) on school property or at a school-sponsored event
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations
- Accessing or disseminating pornography, graphic content, sexual content or any other inappropriate material on an electronic device or in print.

- Possessing, selling, exchanging, distributing, attempting to purchase, using or being under the influence of alcohol, illegal drugs, drug paraphernalia, or any substance purported to be an illegal drug, prescription medicine or alcohol on school property or at a school-sponsored event. This includes distribution of or purposely taking more than the prescribed amount of medically necessary prescription medication.
- Touching or conduct perceived as sexual or inappropriate in nature or which is deemed offensive to that person
- Damage/destruction/vandalism/arson of or trespassing on school property
- Hazing
- Bomb threat/hoax, false alarms
- Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school-sponsored event
- Any conduct committed off-campus that (a) if committed on campus would constitute a Tier III offense and (b) has a reasonable relationship to school operations
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations

Note: Any student who inadvertently possesses or finds a weapon or illegal substance or stolen property, which may subject the student to exclusion, may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This should be done as soon as the student realizes that he/she is in possession of the weapon or substance or stolen property.

Any student who has been given out-of-school suspension three or more times in the same academic year may be recommended for exclusion.

The School and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

The Principal shall have the authority to suspend a student for up to ten (10) school days at a time (*i.e.*, a Short-Term Suspension). There are no appeals for short term suspensions of 10 days or less.

For Tier III offenses, the school's Principal may recommend a Long-Term Suspension, and/or Exclusion, and/or participation in a Behavioral Contract. Decisions as to Long-Term Suspensions and/or Exclusion shall be made by the Director after appropriate written notice to the parties involved and a hearing if one is requested. In the absence of the Director, the Board Chair shall appoint a hearing officer. Student appeals from the decision of the Director or hearing officer shall be heard by a panel of three Board members who shall be appointed by the Board Chair. Appeals must be made in writing to the Board Chair within ten (10) days of the decision of the Director or hearing officer. The hearing of the panel will occur at the next regularly scheduled Board meeting date unless the family is otherwise notified. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors. The School's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973. The disciplinary procedures applicable to students with disabilities and those who have Section 504 accommodation plans are available on the school's website.

RESEARCH TRIANGLE HIGH SCHOOL: A COMMUNITY OF LEARNERS

EXPECTATIONS OF STUDENTS

At Research Triangle High School we are a community of learners who are responsible for our own learning, engaged in our learning, supportive and respectful to one another, and willing to be vulnerable for the sake of growing.

HOW DO WE BEHAVE AS A COMMUNITY OF LEARNERS?

- We are productive when we need to be and relaxed when we can be.
- We treat each other with respect and recognize that our personal experiences are valid and unique.
- We value important contributions to discussion and growth of our experiences as individuals.
- We take ownership of our academic and social futures.
- We are not afraid to criticize school practice or policy in order to make the school a better place.

Guidelines for Interaction

COMMUNITY

- All communications should be respectful, whether speaking to peers or staff members. Profanity (swearing) should not be used on school property or at school events and should never be directed at a staff member or other students.
- Students should make an effort to get to know their classmates and practice respectful tolerance towards those people who may be different from themselves. Students should look out for each other and seek to help everyone find a way to feel welcome and valued.
- Public displays of affection should not occur on school grounds or at school events.
- Bullying, name calling, and unkind behavior, whether in person or online, will not be tolerated.

TECHNOLOGY

- Academic uses for technology have first priority.
- Students should use technology to develop academic independence; they are responsible for keeping up with assignments online, checking email, and watching videos as assigned.
- Students must abide by the guidelines of the **Responsible Use Policy**. In addition, please keep the following guidelines in mind:
 - Any videos, music, or games experienced at school should be in the PG-13 or lower range. Please remember we have a diverse population and be sensitive to what may be offensive, inappropriate or distracting for the student next to you.

- Earbuds and headphones should not be worn when staff is giving instructions or when working in classroom groups.
- Be polite, respectful and immediately responsive if a staff member makes a request for a device to be put away.
- Social uses of technology, such as texting, personal email, Facebook, Twitter, etc. should be kept to a minimum during the school day and avoided completely during academic instruction.
- Sending explicit messages or photos via email or text is a crime in North Carolina. High school age children have been convicted.

CELL PHONES

RTHS allows student cell phone use during the school day. That use is subject to the school's **Technology Acceptable Use Policy**, and so inappropriate use of these devices can result in loss of technology privileges at school. The school's cell phone use policy for students is as follows:

- Students do not regularly need a cell phone or smartphone for school work or activities. Most school work can be done with a laptop. We prefer laptops because of screen formatting and keyboard access. We recognize the need for phones at certain times, and so we do not prohibit them outright.
- Students may use phones before and after school, between classes, and lunch without restriction. We ask that students respect others by keeping volume down, using earbuds or headphones, and choosing content that is appropriate for school. Volume on headphones should be low enough that it cannot be heard outside of one's own ears.
- Students may use phones during class time **only at the teacher's discretion**. This means that different teachers may have different rules for their use. Students should not assume that all classrooms are equal. Also, a teacher who generally allows use may choose to restrict it for certain purposes. When told, students are expected to put their phones away and devote their full attention to the teacher and class. Failing to put away a phone when requested will result in the appearance of an administrator and the student may be asked to turn over their phone to the administrator. The student may be subject to additional discipline at this point. **Put your phone away when asked.**
- **If the student's use of electronic devices are impeding school performance or resulting in inappropriate behavior, further restrictions may include students having to leave phones at the front office during the day or complete loss of phone privileges on campus.**

DRESS CODE

- Students should dress appropriately for academic activities.
- In keeping with our goals to have our students ready for internships and higher academic and business pursuits, the following items should be avoided:
 - Clothing bearing images or slogans referring to drug or alcohol use, or which are generally considered offensive to another person or group, including the swastika and Confederate flag, for example. Students will be asked to remove or cover

these items. If a person or group finds a symbol or slogan offensive, the administration will entertain the student's argument and investigate if this content should be added to the list.

- Sunglasses and novelty items worn in the classroom.
- Pajama pants and slippers worn during the school day.
- Some exceptions can be made for school spirit day and other specific occasions.

SCHOOL GROUNDS

- **RTHS is a peanut-free building. No peanut butter or peanut containing products are allowed in the building and students must keep clean if consuming them outside the building.** Other nuts or products made in facilities that work with peanuts are allowed at this time.
- Students should be with a staff member and in view of the school and staff at all times.
- No gum in the building, please; it can ruin carpets and furniture very quickly.
- Please pick up trash and follow recycling guidelines.
- Do not write on walls, desks, bathrooms, or other parts of school property.
- Be mindful of power cords and backpacks in classrooms. We don't want someone's computer knocked over accidentally.
- Please keep food and drink in designated areas.
- Use the crosswalk if you need to cross Highway 54.
- Skateboarding and rollerblades are permitted in designated areas and with the use of a helmet.

TOBACCO USE POLICY

North Carolina laws about tobacco, illegal substances and weapons will be strictly enforced, and violations can result in criminal charges as well as school disciplinary actions. RTHS considers "tobacco products" to include cigarettes, cigars, "blunts," pipes, chewing tobacco, snuff, e-cigarettes, juuls, vaporizers, and any other items containing or reasonably resembling tobacco or tobacco products. "Tobacco use" includes smoking, vaping, chewing, dipping, or any other use of tobacco products. "Tobacco-free campus" refers to any building, facility, grounds, property, owned by RTHS as well as any spaces where school-sponsored or activities are held, whether on or off campus.¹ Students interested in quitting smoking are encouraged to visit the NC Quitline: <http://www.quitlinenc.com/tobacco-users/just-for-you/teens>

Academic Integrity

At Research Triangle High School we take academic dishonesty very seriously. Academic dishonesty takes many forms, but in general is any activity that misrepresents someone else's work as your own. This includes, but is not limited to, copying another student's homework, cheating on an assessment by using outside or banned references, plagiarism (unattributed use of another person's work). *In general, it is better for a student to turn in incomplete or incorrect work than to copy another person's work.* Furthermore, academic dishonesty can result in a student earning a reputation for being dishonest that is hard to overcome.

¹ Thank you to Durham Technical Community College for their help with this wording.

When a student is found to have displayed a lack of academic integrity, consequences will include the following:

- First Offense
 - Have a conversation with the teacher about his/her actions.
 - Be allowed to retake the assessment or redo the assignment.
- Second or Third Offense
 - Have a conversation with the administration about his/her actions.
 - Have his/her parent/guardian contacted and informed of his/her actions.
 - Receive reduced credit for the assignment*
- Fourth Offense
 - Have a conversation with the administration about his/her actions.
 - Have his/her parent/guardian contacted and informed of his/her actions.
 - **Be removed from the class without credit earned.**

*Classes using the PLP reserve the right to reduce or replace a cognitive skills score and require a student to retake a focus area assessment if the assignment is shown to be academically dishonest.

LITTER

Students have a responsibility to help keep the facilities at Research Triangle High School clean and free of litter. This includes classroom space, bathrooms, hallways, and outdoor areas. Teachers will establish cleanup routines for their classrooms, and students may be asked to contribute to the cleanliness of the school area. We are a learning community and our environment should be kept clean.

PERSONALIZATION

Student behavior at RTHS is addressed on an individual basis, and the context of each situation is investigated and examined by school staff to ensure that the complete picture is known. RTHS does not believe in “zero-tolerance” policies in most cases. Students can expect a complete interview and that their presentation of their circumstances will be taken seriously and considered in any challenging situation. State law requires some student behaviors to be addressed in a particular way, and for this reason we present the Tiered Intervention Plan. The idea is to give examples of disruptive situations, not prescribe punishments for student actions.

RTHS TIERED INTERVENTION and RESTORATIVE PRACTICE²

We respect and trust each student at Research Triangle High School to exhibit exemplary behavior which contributes to the learning environment at RTHS. Should students struggle with the above expectations, appropriate interventions will be utilized with emphasis on Restorative Practices and Family Engagement. Restorative Practices are processes that proactively build

² Restorative Practice at RTHS are based on the Schott Foundation for Public Education Restorative Practices Guide - <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Parent Engagement

RTHS recognizes that parents are invaluable resources in the process of educating students. Parents play an important role as the first teachers of their children and parental support is critical to a student's success. It is the intent of RTHS to establish a collaborative partnership between the home and school. RTHS staff will use ParentSquare, email, telephone, and face-to-face meetings to engage parents in their child's education.

Restorative Opportunities

Restorative practices focus on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, and how they will work to resolve the harm caused, as wrongdoers.

Mediation

Mediation is facilitated discussion that helps students in conflict resolve their disputes and create their own solutions, using shared problem-solving within a school setting. Trained mediators serve as neutral third parties to help participants reach an agreement that is both mutually fair and reasonable.

Restorative Circle Discussions

A Restorative Circle is a community process for supporting those in conflict. Restorative circles are facilitated in three stages designed to identify the key factors of the conflict, reach agreements on the next steps, and evaluate the result. As a circle forms, they invite shared power, mutual understanding, self-responsibility, and effective action.³

Raptor Reboot

Raptor Reboot is a staffed space we have created on campus for students who are not currently able to attend their regularly scheduled classes. This may be due to a social or emotional need, an academic need, or a current conflict. In addition to being able to complete class work, students in Raptor Reboot will be provided opportunities to meditate, reflect, write about and discuss any struggles they may have.

A Note On Suspension

Please note that suspension of a student in or out of school is a last resort, and is usually reserved for cases where safety must be preserved. At RTHS, we prefer consequences that do not remove a student from the learning environment. In some cases, where a student represents a threat to an individual or the school, out-of-school suspension may be necessary. Should a student choose to disrupt the learning environment for others, that

³ <https://www.restorativecircles.org/>

student will be removed and placed in an environment that allows all RTHS students the best learning opportunity available.

Some more serious offenses will result in immediate long-term suspension, which include the student having received repeated short-term suspensions, and specifically those offenses outlined by General Statute 115C-391, such as possession of weapon(s) including a firearm or other weapons as dictated by General Statute. Students who are placed under long-term suspension are entitled to a hearing before the Board of Directors, or a subcommittee thereof, as prescribed in the General Statute.

Students may also require intervention for conduct not occurring on school property if that conduct violates this Code of Student Conduct and has had, or is expected to have, a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment. In addition, our expectations for our students during the school day apply to all extracurricular and co-curricular events, both on campus and off campus, as well as during travel on public transportation to and from the school.

LUNCH

Because RTHS does not have a cafeteria, students may eat lunch in galleries, designated classrooms, or outside in the patio area in the front of the school building. Students may eat in the designated lunch area (DLA) of their choice. Parents who would like to deliver lunch to their student should bring it to the front office for pick up before lunch begins.

Because classrooms are used immediately following lunch, students are expected to take extra care to make the rooms ready for the incoming class. Students are responsible for cleaning up after themselves at lunch. Students who do not meet RTHS expectations for behavior during lunch may be assigned lunch detention.

Hot Lunch

A group of students organize hot lunch delivery to school two days a week, Wednesdays Thursday, and Fridays. Orders are due by noon the day before to receive lunch on myhotlunchbox.com. If you have any questions, reach out to student leader Lucy McKay, lmckay23@rthighschool.org.

Lunch Delivery Policy

RTHS does not allow students to leave campus for lunch. Should students choose to have lunch delivered by a third party (parent, vendor, etc.), all business must be resolved before the end of lunch. Additional lunch time will not be allotted to students simply because their food is delivered late.

1. Any orders must be placed in such a way that class is not disrupted.
2. All payment must be made in advance.
3. All deliveries must be made at the carpool lane at the front of the building. Deliveries must be made in the presence of a member of the school staff.
4. Any delivery made before lunch starts will be held at the front office. Students will not be called out of class to resolve lunch delivery issues.

DISTRIBUTION OF MEDICATION

If a student needs to take any medication during the school day, the student should bring the medicine, along with a form obtained from the physician (either a prescription or a note explaining the dose, medication, and circumstances in the case of over-the-counter medications), to the office. The student is responsible for coming to the office at the specified time to receive the medication from a member of the office staff. Medication must be taken in the presence of a staff member. The student should sign the medication log provided by the office staff. Students should never self-medicate. We understand that each medical situation is unique and will work with families. Please see the front office staff if you have questions.

VISITORS

Any visitors to Research Triangle High School, including parents, other family members, or guardians, should check in at the front office and receive a visitor name tag. Students who attend other schools are not permitted to visit RTHS during the school day. This includes RTHS graduates, unless by special arrangement. Parents or guardians who need to meet with teachers or administrators should make an appointment directly.

Family members or guardians who are delivering materials (including lunch) to a specific student must take those items to the front office for the student to pick up. Please do not have a student simply meet you in the parking lot.

Parents may not freely wander in the building under any circumstances. You must be escorted by an RTHS staff member at all times.

ATTENDANCE POLICY

Attendance to class is critical for academic success at Research Triangle High School. Students who are ill should remain at home to recover. However, parents, guardians and students should be aware that frequent absences often result in academic difficulties. We encourage you to schedule appointments and travel during non-school hours and scheduled breaks. Additionally, continued tardiness has a negative impact on both the education of the tardy student, and on that of other members of the class. Students should arrive at class on time and to be ready to participate.

ARRIVAL AND DEPARTURE

School begins at 8:45 am. To accommodate various schedules, students may arrive at school as early as 7:30 am. Any student arriving on campus between 7:30 and 8:30 am must come into the building and sit in a first or second floor gallery or a supervised morning study hall. If teachers are available, students may meet with them during this time.

During the school day, students must stay in the immediate vicinity of our building. When students arrive at school, they must come into the building. Students must not stay in the school parking lot or in their vehicles parked anywhere before school unless accompanied by a parent. During school, students are not permitted in the school parking lot, other than the PE lot, or on any grounds located off school property, including the woods around the school, or the Frontier across the street. Students are not to leave the school building during the day. Students should not use the lower-level exit door except in emergencies. Students should never prop open doors.

School ends at 4 pm and all students not in a supervised activity must be picked up by 5 pm. Students may stay after school for athletics, club meetings, drama, or extra help from a

teacher. After 4:30 pm all students must be in a supervised activity or silent study hall. The building will close at 5 pm Monday-Thursday and 2:45 pm on Friday. Unsupervised students are allowed to remain on the front patio for pick-up, but the building will be closed.

LATE ARRIVAL

Students arriving between 8:45 and 9 am should go directly to class, where the teacher will issue a penalty for the tardiness.

- Students arriving after 9 am must provide a signed note from a parent or guardian explaining the tardiness and must sign-in at the office. Office staff will give the student an admittance form to enter class.
- For every three unexcused tardies to school, a student will earn one absence. Once a student reaches 5 unexcused absences in a particular class period, the student may no longer be able to receive credit for that class.
- RTHS does not distinguish between lateness due to the fault of the student or the fault of the parent or guardian that brings the student after school has started in the morning.

EARLY DEPARTURE

- Students who leave school early must bring a signed note from a parent or guardian explaining the reason for the departure. When it is time to leave school, the office will phone the teacher and the student will be dismissed from class to go to the front desk for dismissal. The student must then sign out before leaving the building. Parents will be called by the front office to authenticate the call.
- If a student leaves school for an appointment, he or she must sign out and sign back in again when returning to campus.
- If a student gets sick during the school day and needs to leave school, the student should go to the office and call a parent or guardian. Office staff will speak to the parent or guardian before the student is allowed to sign out.
- In the event that a student is a part of a carpool that must leave early, the student must have permission on file from a parent or guardian in order to leave school early. The law does not allow us to check minors out to anyone who is not listed in our files as a parent.

Tardiness to Class

Students are allowed five minutes passing time between classes. If a student arrives to class tardy, the student will receive a penalty from the teacher for being tardy. As stated above, 3 tardies to class equals one absence in that class; multiple tardies may lead to loss of credit in a course. If a student is frequently tardy, the Dean of Students may become involved and interventions will be put in place.

ABSENCE POLICY

Any absence must fit one of the seven reasons below to be excused.

North Carolina General Statutes consider absences for these reasons to be lawful:

1. Illness or injury: When absence results from illness or injury which prevents the student from being physically able to attend school

2. Quarantine: When isolation of the student is ordered by the local health official or the State Board of Health
3. Death in the immediate family: When absences result from the death of a member of the immediate family of the student
4. Medical or dental appointments
5. Court or administrative proceedings
6. Religious observance
7. Educational opportunity*

*Educational Opportunity: If a student plans to be absent for an educational opportunity, the student should return from the absence with a note from a parent or guardian explaining the absence and the school administration will decide if the absence meets school policy for an educational opportunity. This may be requested in advance of the absence.

COMMUNICATING ABOUT ABSENCES

- In case of an absence, a parent or guardian should call the school before 10 am on the morning of the absence in order to help ensure the safety of our students. Parents or guardians may leave messages on the school's voice mail (919-998-6757), or email Mrs. Fox or Mrs. Mohamed announcing the absence. Please do not email the administration.
- If the school does not receive a notification, the student will be marked absent and our records system will automatically contact the parents or guardians on record. Parents or guardians should expect calls from the school office in the morning if the student is absent, and we have no advance notice.
- When the student returns to school, the student must go to the main office first thing in the morning to turn in a note with a handwritten signature from a parent or guardian explaining the absence. This written confirmation is required for state auditing purposes.
- If a student returns to school from an absence WITHOUT a note hand-signed by the parent or guardian, the student should still go to the main office first thing in the morning. If a student brings a note listing a reason other than one of the seven lawful reasons for absence, the absence will be recorded as unexcused. **If a student accumulates six unlawful absences, parents will be notified that they are in violation of the Compulsory Attendance Law.**

LOSS OF CREDIT DUE TO ABSENCES

Once a student reaches **5** unexcused absences in a particular class period, the student may not be able to receive credit for that class. What we do during school time at Research Triangle High School is extremely important to the academic success of our students. The flipped model and Summit Learning Platform (SLP) enables students to keep up with class content and assignments, while also creating opportunities for special class activities. Students who miss class time are not taking full advantage of the educational experience offered by Research Triangle High School.

MAKE-UP WORK

Students are responsible for making up work when they are absent, and they are expected to keep current with assignments when not in class. Students should work with their teachers to make arrangements to complete assignments, tests, and quizzes in a timely fashion. Students may access their assignments and instruction from the Summit Learning Platform (SLP) or by

emailing their teacher. If a student does not have home internet access, assignments can be collected from teachers in advance with proper notice.

BAD WEATHER POLICY

Should the weather interfere with our normal school schedule as is sometimes the case in North Carolina, please listen to WRAL-TV (Channel 5) or WRAL-FM (101.5 FM) or visit www.wral.com for information on either the closing or delaying the opening of Research Triangle High School. In addition, information will be posted to our Facebook page, website (www.researchtrianglehighschool.org) and on Twitter (follow us [@restrihigh](https://twitter.com/restrihigh)). Email notification will be sent to students and parents/guardians when possible. Because our population is split between counties with often different weather results and policies, it is important to check the school's report rather than looking at the county schools themselves. **Since Research Triangle High School is not a part of any county school system, we do not necessarily follow the closing policies of other county school systems.**

Conditions may vary widely across the geographic area our students come from. It is RTHS policy to allow parents to make individual judgments about the safety of travel in their area. If the school is declared open, but a family does not feel safe about their area, the student's absence will be excused.

EMERGENCY PROCEDURES

Teachers and students practice emergency procedures throughout the year. If students are evacuated and classes are not able to resume, students will contact their parents or guardians using cell phones to pick them up, and the front office will contact parents if possible (for example, if we cannot return to the school building, we will use cell phones and social media). The school staff will work through WRAL-TV5 and WRAL-FM as well as Twitter and Facebook to publicize emergency information as quickly as possible.

If an emergency occurs during carpool pickup or dropoff times, students will be sequestered safely according to the school's safety policy. Students may be released directly to parents or guardians so long as others are not endangered further by the release.

TRANSPORTATION

PARKING AND PARKING LOTS (Also see Appendix X)

Students who park in areas near our campus but not on our campus do so at their own risk and are subject to whatever policies the owners of those spaces enact. RTHS does not intervene to prevent towing, parking tickets, or other consequences.

Students are not allowed in the school parking lot during class time or lunch. Student drivers are expected to come into the building immediately upon arrival and leave immediately upon reaching their cars in the afternoon.

Visitor Parking

Visitors may use the spaces labeled "visitor" in the main parking lot. Please do not park in numbered spots since these spaces are reserved for students. **NOTE:** Parking or leaving the school will be difficult during peak of carpool time, between 4:00 and 4:20. After 4:20 everyone is much more relaxed.

Carpool Route

Research Triangle High School has developed a traffic plan in conjunction with the NC Department of Transportation designed to help ensure the safety of RTHS students and patrons of local businesses. We ask **all drivers** to observe the following conventions:

1. Observe the **7 mph speed limit** in the parking lot.
2. Keep the center lane clear for traffic to exit.
3. Do not turn left under any circumstances when exiting the parking lot during carpool hours.
4. Do not attempt a U-turn on highway 54.
5. **Do not use the parking lots of the Frontier or Progress Center for school parking or to pick up students. These locations are private property.**
6. Be aware of the crosswalk. It may be activated at any time.
7. Do not enter the parking lot and turn left during carpool.
8. Do not park in the visitor spaces or side lot (PE area) for carpool pickup.
9. Do not stop to pick up students on highway 54.
10. Be aware that students may walk anywhere on campus and their movements are not always predictable.

Morning Drop-off Carpool:

- Cars may enter from the east or west, turning into the RTHS parking lot.
- Follow the curve around to the right. Stay to the right until you reach the sidewalk at the front of the school.
- Leave by following the road back out to Highway 54 (green arrow).
- If traffic allows, you may turn left. Left turns are prohibited if carpool traffic backs up into the RTHS parking lot. Drivers needing to turn left may turn right then turn around at the traffic light just down the hill.

Visitors/Students

- If you are a visitor, student, or employee with a parking tag follow the curve around to the right take the first left turn into the parking spaces.

Afternoon Pickup

- Cars may enter from the east or west, turning into the RTHS parking lot.
- Follow the curve around to the right. Stay to the right until you reach the sidewalk at the front of the school.
- Begin creating a double lane at the cones by the school entrance, just past the fire lane. The double lane can extend all the way back to the parking lot entrance.
- Merge into two lanes to the right curb
- Student pickup can happen anywhere in the line front of school. After student pick up center lane merges into right lane.
- Proceed directly out to Highway 54 and exit by turning right **No left turns are allowed during carpool pickup. If you wish to turn left, turn right and then turn around at the traffic light.**

Student drivers

- Students may not leave before 4:15 and will exit out the east side of the parking lot. Proceed directly out to Highway 54 and exit by turning right **No left turns are allowed during carpool pickup. If you wish to turn left, turn right and then turn around at the traffic light.**



BUS & CARPOOL INFORMATION

Transit Options to RTHS

- [GoTriangle Route 805](#) runs during morning and evening peak and serves the bus stops immediately adjacent to RTHS.
- [GoTriangle Routes 100, 310, 700, and 800](#) and the [Morrisville Smart Shuttle](#) serve the Regional Transit Center, located right outside of RTP.
 - Riders can use [RTP Connect](#), a \$10 Uber/Lyft subsidy (which covers the full cost of most trips from the Regional Transit Center into RTP) to take an Uber or Lyft to their final destination in RTP.
 - Riders can also use [RTP Connect](#) to get from a point inside RTP to the Regional Transit Center to take a GoTriangle bus or the Morrisville Smart Shuttle home from there.
 - Users should follow the instructions on the [RTP Connect](#) webpage to activate the discount. The Uber or Lyft app will automatically apply the discount to eligible trips.
 - A new bus shelter is being added to Boxyard RTP, right at the parking lot entrance, in August 2022 to serve as a dedicated RTP Connect pick-up and drop-off location. Given the traffic challenges at RTHS, I would encourage anyone accessing RTHS to use this stop location for pick-up and drop-off and walk to/from RTHS.
- Through at least June 2023, all GoTriangle and other Triangle-area buses are fare-free!
- GoTriangle also offers a number of [free park-and-ride lots](#) across the region to access transit.

Riding the RTHS School Bus

We are very excited to be able to offer limited bus service to some of our families in parts of our community where public transportation is particularly difficult to come by.

AM RTHS Bus Stops	AM Time
3021 S. Miami Blvd (World Overcomers Church/Sheetz)	7:20 AM
101 Ganyard Farms Way (Dollar General)	7:30 AM
107 N. Driver St./Main St (Shephard's House Church)	7:40 AM
807 W. Chapel Hill St./Arnette Ave (Heathy Start Academy)	7:48 AM
4215 University Dr. (At Home Store Parking Lot)	8:00 AM
1305 Odyssey Dr. (Kings Park Church Parking Lot)	8:11 AM
ARRIVAL AT RTHS	

PM Blue Bus Stops	PM Time	Friday
3021 S. Miami Blvd (World Overcomers Church/Sheetz)	4:22 PM	2:26 PM
101 Ganyard Farms Way (Dollar General)	4:35 PM	2:35 PM
107 N. Driver St./Main St (Shephard's House Church)	4:43 PM	2:43 PM
807 W. Chapel Hill St./Arnette Ave (Heathy Start Academy)	4:55 PM	2:55 PM
4215 University Dr. (At Home Store Parking Lot)	5:03 PM	3:04 PM
1305 Odyssey Dr. (Kings Park Church Parking Lot)	5:15 PM	3:10 PM
ARRIVAL AT RTHS		

If you feel this bus service would be beneficial for your family, please take a moment to carefully read through the [RTHS Bus Rider Expectations and Contract](#) and complete the [Transportation Request Form](#). A paper copy of the **Expectations and Contract**, submitted to the Front Office, will be required prior to a student riding the bus.

Carpooling

At RTHS, we are striving to host a more sustainable campus, but cannot do that without the cooperation of our students and their families. A great contribution that we can all do as part of the RTHS community is carpool to and from school every day. Carpooling is not only a great way to help the environment, it cuts down on time it takes for dropoff and pickup, and is a much more efficient way to get your students to and from school.

We have located several RTHS families that live close to you and wanted to connect all of you to hopefully form a carpool group. There are so many ways to arrange a carpool schedule, but here are some ideas:

1. Rotate days for who picks up and drops off
2. Chip in for gas for those willing to step up and drive
3. Meet at a central location at a designated time so pick up is smooth
4. Create a group text with your carpool group, so everyone can be aware of illnesses, doctor appointments, etc.

ACADEMIC POLICIES AND PROCEDURES

PERSONALIZED LEARNING

RTHS believes that learning should be personalized for each student. Personalized learning prepares students for future success in college and work environments; it is an extension of the flipped classroom that provides teachers more time to work with each student and offers students more freedom to access important information provided by teachers in a variety of ways that better suit the learning of each student.

The RTHS school culture rewards students who creatively use and demonstrate knowledge. This approach focuses on building skills students will continue to use after high school, and teaches students to understand their own learning and thinking.

RTHS defines the following as essential components of personalized learning:

1. Student agency
2. Flexible instruction
3. Immediate instructional interventions and supports for each student on-demand, when needed
4. Flexible pacing (but not “learn at your own pace”)
5. Individual student profiles (personalized learning plans)
6. Deeper learning and problem solving to develop meaning
7. Frequent feedback from instructors and peers
8. Standards-based, world-class knowledge and skills
9. Anywhere, anytime learning
10. Performance-based assessments (projects, ongoing assessments) - students are given the opportunity to demonstrate knowledge

Research Triangle High School believes strongly in the importance of effective classroom teachers being present in the classroom and bringing their own classroom skills and attitude to the course. The teacher-student relationship within the context of a course is critical, and the SLP helps us add to the time needed to develop that relationship.

In our personalized classrooms,

Students:

- generate content based on instructional themes
- explore a narrow range of content focus areas deeply
- bear the cognitive load; teachers facilitate learning
- are held to a standard of quality work based on need for growth
- choose and use archived course materials as needed

- learn from others and then share their learning
- choose methods of learning from a variety of provided resources
- write and reflect on their learning
- ask questions and challenge what they see

Teachers:

- manage classrooms based on individual student needs
- work with individual students to evaluate and reflect on student growth
- design relevant real-world learning experiences through classroom projects
- conference with students to build goals and plans of action
- build relationships with students to enable a positive working environment
- provide opportunities for innovation
- provide tough challenges for students and let them find innovative solutions
- bring experts into the classroom via social media and video-conferencing

MAKING PERSONALIZED LEARNING WORK

A majority of courses at RTHS are built on the Summit Learning Platform. With the help of their teachers and mentors, students use the Summit Learning Platform (SLP), a software package, to manage their own projects and assessments. In order to demonstrate competency and earn credit for a course, students access and complete a number of these projects and assessments. Using the platform, students have a great deal of freedom to control the order in which they approach topics, when they work on assignments, and when they take assessments. In order to best facilitate this process, teachers and mentors help students tailor learning goals and plans for success. Rather than a “learn at your own pace” environment, students are expected to make progress at a certain rate, but this rate is somewhat flexible.

Students, parents and/or guardians access information in the SLP through the same interface that teachers see, so all information about student progress is available, and it is expected that parents and/or guardians will help students remain on pace with their learning goals.

RTHS COURSE EXPECTATIONS

Teachers at RTHS are given latitude in how they construct and evaluate their courses and students. It is not RTHS policy to have a uniform set of standards across all classes for grading, course structure, difficulty, or expectations. It is unrealistic to expect that every environment in which a student finds him or herself will be the same outside of school, so we expect that students will be able to adapt to a different set of expectations in each class.

However, we do believe that every student is entitled to a reasonable set of expectations about the courses they are taking, and so the RTHS administration is providing this guaranteed minimum set of expectations for any course. Much of what follows applies mostly to courses *not* using the SLP, since that has a common framework and directs expectations.

Each teacher at RTHS will supply for each course, the following:

1. A detailed scope and sequence document for each course. A scope and sequence lists the entire range of topics covered in a course, the approximate time spent on each, and the order in which they will be covered. The scope should align with the NC Essential Standards for the course. If an AP course, the College Board-approved course syllabus will meet this requirement.
2. An approximate schedule of major tests, projects, quizzes, and other assignments. While these dates are not expected to be set in stone, it is expected that they will not move around without sufficient notice to students. Teachers are expected to take into account the other teachers and courses at the school in considering their assignment schedule, which is to say try not to pile on due dates.
3. A description of how course material will be taught, including how classwork and homework relate to course topics, and how those topics are instructed (videos, direct instruction, guided practice, etc). There must be links between the material assessed and the material presented and the methods used to teach.
4. A syllabus for parents and students. This document includes a summary of the above items, as well as grading policy (weights, percentages if not in SLP), contact information, and lists of resources, including texts, websites, and other applications. Any other information you would like to include is welcome. This may be online and linked for parents elsewhere.

The syllabus will be publicly posted. The other items must be available for administration to consult. We do not plan to drop by your office and ask to see your documents, but if we have questions, expect that we will ask about these things. For example, I do not expect a detailed list for #3, but I do expect you to be able to walk me through your process for a particular test or lesson.

Students are entitled to the following:

1. Graded work that is returned permanently, unless the material is to be reused or otherwise prohibited to be distributed (eg. some College Board AP testing materials).
2. Grades that can be explained and justified by a teacher.
3. Work to be graded in a reasonable amount of time.
4. Grades to be posted in a reasonable amount of time. Students should be able to know their progress in a course on at least a weekly basis. This may mean individual progress updates when the whole class cannot be updated because of timing or grade load. The expectation is weekly as much as possible.
5. Reasonable notice for a major test or project due date. The time given to prepare must be commensurate with the magnitude of the assessment. No test should be announced less than one week before it is to be given. "Pop" quizzes may be given provided students are aware that these are possible.
6. Time to complete assignments missed due to an excused absence equal to one additional day for each day missed. The nature of the absence should be taken into account. For example, a student who is on a trip may be able to work on assignments, but a student who is sick in bed with an illness may not.

7. Access to a teacher during the teacher’s office hours. Office hours must be clearly posted and the teacher must meet them. It is a good idea for teachers to keep records of their own presence at their office hours as well as the time students spend with them, should a family question the support a student receives. It is not unusual for students to say they have been in attendance when they have not.
8. Instruction in the material that is to be assessed. For example, the teacher may provide videos, provide direct instruction, work individually with students, or provide guided note packets, study guides, worked problem sets, or other resources with clear links to the material to be assessed.
9. Clear expectations for work that is to be graded. Examples may be explained or posted for student review. Teachers should be able to explain how student work may be improved for the next assessment cycle.
10. To be able to ask questions without fear of reprisal, criticism, or penalty. No matter what a student asks, or how they ask it, a teacher should be professional enough to handle the request calmly, seriously, and with respect for the question. Student questions should always be taken at face value.

MENTORING TIME

An element of RTHS’ educational program is the creation of specific time for student mentoring. Students will be assigned a mentor and will meet with that mentor during the mentoring period each day. The purpose of this period is to help students develop goals and monitor and reflect on those goals, as well as to help students connect with the school and their peers.

SEMINAR

Every student at RTHS is in a seminar group with a staff member. Seminar is a time for students to complete schoolwork in a semi-structured environment at school where they can receive help from teachers or peers, or to relax quietly without disturbing the learning of others. In addition, important announcements and special learning opportunities happen during this time. We want the environment during this time to mirror our local coffee shop; quiet, respectful, productive, relaxing.

GRADING

The grading scale for school transcripts, and thus final grades, at Research Triangle High School follows the 10-point scale as defined by the North Carolina Department of Public Instruction:

<u>Letter Grade</u>	<u>Percent Range</u>	<u>Grade Points</u>
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0.0

QUALITY POINTS

Honors, AP, and other college level classes add “quality points” to enhance GPA. Honors classes grant 0.5 quality points (i.e. a B in an honors class earns 3.5 points instead of just 3.0); AP and college level courses grant 1 quality point. These are counted as a part of the student’s weighted GPA, which is reflected on the transcript.

POWERSCHOOL

When reading the Powerschool grade display:

- Y1 is the grade for the year, not including the final exam.
- X1 is the grade for the final exam or End of Course exam.
- F1 is the cumulative grade for the entire year.
- Grades will be “stored” at the end of the first semester and at the end of the year. This process records grades on transcripts. The PowerSchool grade display is a current, running grade. Stored grades are used for determining academic eligibility and for producing transcripts for colleges and other programs.

SUMMIT LEARNING PLATFORM COURSES

- For courses in the SLP, the F1 grade is the only grade permanently stored and will always be the course grade. The final exam counts as 20% of the F1 grade; the SLP grade is the remaining 80%.

To determine the overall grade for courses using the Summit Learning Platform:

- 30% of a student’s overall grade results from content knowledge as demonstrated through student results on assessments.
 - Students must correctly answer 8 of 10 questions on a topic in order to pass, which earns them a score of 100% for the assessment; students retake assessments until they attain an 8 of 10.
- 70% of a student’s overall grade results from cognitive skill growth as demonstrated through student work on the projects or units.
 - Students are assessed by teachers using a single rubric across all subjects and grade levels. Every project assesses a set of cognitive skills. Cognitive Skills scores are weighted based on how many times they are assessed in a course. For example, if a Cognitive Skill is assessed 3 times in a course across different Projects, then the score will count in a student’s grade 3 times. Only the highest score a student receives for each cognitive skill in a course will count in a student’s grade. Students can receive a score between 1-8 on each Cognitive Skill, where 8 is considered pre-professional. The Cognitive Skills score is then mapped to a percentage grade based on this rubric, which is determined by grade level:

Grade Level	Cognitive Skills Score = 70%	Cognitive Skills Score = 85%	Cognitive Skills Score = 100%
3	0.5	1.5	2.5
4	1	2	3
5	1.5	2.5	3.5
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

EXAMS

- Teachers may choose to give midyear exams. RTHS does not give a traditional, large-format exam at the end of the first semester. Regular classes will continue until the end of the semester.
- Final exams, including EOC state tests, will be held during the last week of May and the first week of June. One exam will be held each day. June 4, 2021 is the final exam make-up day. Final exams will count as 20% of the student's grade for the year.
- In 2020-2021, READY EOC state tests will be given for: NC Math 1, Biology, English II, and NC Math 3.
- Research Triangle High School is not required to, and chooses not to, administer North Carolina Final Exams. Teachers of classes other than NC Math 1, Biology, English II and NC Math 3, will give their own exams at the end of the year.

SENIOR EXAM EXEMPTION

In order to be exempt from a final exam, seniors must have no more than two unexcused absences and an average grade of C or better for the course.

ELIGIBILITY FOR ATHLETICS AND ACADEMIC SOCIETIES

The school uses unweighted grades to determine athletic eligibility and academic society memberships as well as other extracurricular activities. The school does not calculate class rank information. Seniors are recognized as *summa cum laude* (highest honors), *magna cum laude* (high honors), or *cum laude* (honors) graduates based on their weighted grade point averages.

PROGRESS REPORTS

Parents have detailed access to student grades and progress through PowerSchool and the Summit Learning Platform (SLP). For this reason, teachers do not send formal progress reports or report cards at the end of grading periods. Teachers are expected to contact parents and guardians before the end of the first grading period, and as needed throughout the year, if a student is not making sufficient progress in a course.

While grade information may be available twenty-four hours a day over the internet, teachers are not. RTHS faculty make every effort to enter grades as quickly as possible and to keep student averages in a timely manner, but these can change from day to day. Grades should not be considered final until a teacher says that they are. It is our expectation that teachers will update grades in PowerSchool or the SLP at least weekly.

HOMEWORK

Personalized learning and the flipped classroom model change the way we think about homework. **Students should expect to spend approximately 20-30 minutes outside of class each day per class preparing for their next day's classes. Our internal research shows that for the majority of our students, 2-3 hours of homework each day is typical. If the courses are AP courses, this number will be higher. This amount of time will vary from student to student**, and it is impossible to predict the needs of an individual student. For this reason we have provided some study time during the school day. Students can complete work or consult their playlists during this time. TTA buses also feature wireless internet access, so students who have travel time can complete homework on their way to and from school.

LATE ASSIGNMENTS

Teachers set their own late work policies, and it is the **responsibility of the student** to make arrangements regarding any late work with the individual teacher. The student should approach the teacher at an appropriate time and discuss the time limit for turning in late work.

COURSE WEIGHTS

The North Carolina Essential Standards assign different quality point weights to courses. Research Triangle High School offers a variety of courses.

- Standard courses receive 4 quality points for an A (3 for a B, 2 for a C, etc.).
- Honors level courses receive 4.5 quality points for an A (3.5 for a B, etc.).
- Advanced Placement (AP) courses receive 5 quality points for an A (4 for a B, etc.).

RESEARCH TRIANGLE HIGH SCHOOL GRADUATION REQUIREMENTS

Mathematics	4 units (Math I, Math II, Math III, and another course)
Science	4 units (Biology, Chemistry, Earth/Environmental Science, and Physics)
History	4 units (World, Civics and Economics, US I and II/or AP US History+1 additional)
English	4 units (English I, II, III, IV)
Foreign Language	2 units (including one course beyond the first year)
Healthful Living	1 unit
<u>Electives</u>	<u>4 units</u>
Total	23 units

For ninth graders entering RTHS in the 2020-2021 school year, the history sequence has been changed:

Mathematics	4 units (Math I, Math II, Math III, and another course)
Science	4 units (Biology, Chemistry, Earth/Environmental Science, and Physics)
History	4 units (World History, American History, Civic Literacy, Economics and Personal Finance,)
English	4 units (English I, II, III, IV)
Foreign Language	2 units (including one course beyond the first year)
Healthful Living	1 unit
<u>Electives</u>	<u>4 units</u>
Total	23 units

A unit equals the successful completion of a yearlong course or two semester courses. In some cases, a one-credit course may be completed in a semester, such as some courses offered through the NC Virtual Public School, including summer courses.

NCVPS COURSE POLICY

RTHS uses the NC Virtual Public school to supply independent study courses to students for the following reasons:

1. Students are in need of credits in order to graduate because of failed courses.
2. Students want to take classes not offered at RTHS.

RTHS does not generally support

1. students taking NCVPS courses offered in classrooms at RTHS;
2. students taking summer math courses to accelerate their math schedules; or
3. ninth grade students taking NCVPS courses.

While NCVPS courses are rigorous and well-taught, we find that

1. summer courses do not provide sufficient depth and length of time exposed to material for students to develop long-term mastery of math and other content; and
2. classroom language courses provide cultural information, personal interaction, and speaking practice that an online course does not usually offer.

GRADE LEVEL PROMOTION

	To Be Promoted to Grade 10	To Be Promoted to Grade 11	To Be Promoted to Grade 12	To Graduate
RTHS units	5 Units <u>including at least</u> 1 Math Course 1 English Course	11 Units <u>including at least</u> 2 Math Courses 2 English Courses	17 Units <u>including at least</u> 3 Math Courses 3 English Courses	23 Units <u>including at least</u> 4 Math Courses 4 English Courses

At Research Triangle High School, as at other North Carolina schools, promotion from one grade level to the next is based on the number and type of credits earned. For example, a student is not designated as a sophomore (or tenth grader) unless and until the student has earned a total of five credits, two of which must be English and math. Graduation from RTHS is based on credits earned, not time spent in school. If a student wishes to be classified as a particular grade level, then the student must pass the requisite courses to advance.

A student's grade level classification, based on the number of earned credits, may be used in school publications (i.e. yearbook) and student participation in events such as Flex Day. While we are aware that grade level designations of this type can sometimes be a source of frustration and disappointment for a student, we choose to prioritize progress towards graduation as the primary indicator of a student's academic standing, rather than the year during which the student entered high school.

For college counseling purposes, student credits are monitored. For example, students may be classified as 11th graders at the beginning of the fourth year at the school and may become 12th graders by the end of the first semester because of extra work they complete. The college counselors will ensure that students in this situation will be considered for graduation, yearbook placement and other senior opportunities.

REGISTERING FOR COURSES

Registration will be discussed in seminars, and individual students will be able to discuss a four-year plan with mentors at this time. RTHS will ensure that students are aware of how high school courses work toward developing a competitive college resume, and how course choice affects GPA and grade promotion.

Important Points about Course Registration at RTHS:

- Registration will take place early in the spring semester.
- The student's four-year plan should be considered when choosing courses.
- Each student will choose six courses and a selection of alternate courses.
- It is critical to choose alternates; otherwise, courses will be selected for the student.
- Student course choices will be limited in PowerSchool based on the recommendations of their current subject teachers.
- Electives can include a fine arts course, language, or another choice in the core courses (i.e. second history, science, English or math). Courses may be taken through certain outside vendors as well.
- Course offerings may change from year to year according to interest and availability of resources.

It should be noted that for a school the size of Research Triangle High School, fulfilling every schedule request of each student is nearly impossible due to demand, staff availability, and our desire to maintain low class sizes. On occasion, courses may not be available and a student may have to take a course that was not requested.

TEACHER RECOMMENDATIONS

During the registration process, teachers in a given course provide recommendations in order to help students make appropriate course choices for the next school year. These recommendations are based on conversations and experiences the teacher has had with students, along with the ability, work habits and potential for growth that students have demonstrated over the course of the year.

RTHS works hard to ensure that students are correctly placed in courses where they will stretch themselves; we want to set students up for success, and teacher recommendations take this into account. The policy of Research Triangle High School is to defer to teacher expertise and experience in determining student placement.

TECHNOLOGY AT RTHS

At Research Triangle High School, we use technology as one way of enhancing the mission to teach the skills, knowledge, and behaviors students will need to succeed in the global community. These technologies may include, but are not limited to, school-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, and more).

We recognize that there are guidelines for students to use new technologies in a meaningful, safe, and responsible way. But with these new opportunities comes great power and with great power comes great responsibility. We want students to embrace appropriate use of technology so they may become responsible, compassionate and empowered digital citizens. The information, release forms, and agreements below will govern how a student uses technology at RTHS.

STUDENT INFORMATION-MEDIA RELEASE OF INFORMATION

During the school year, Research Triangle High School will from time to time release information about students through the school directory, Facebook and other social media, Raptor Report, or other public and private media outlets. This information may include the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Parents and/or guardians who do not wish to have this information released should contact the school office in writing within three weeks of the first day of school.

If you move or change phone numbers, please report any changes to the office at office@rthighschool.org or bring written notice.

SPECIAL PROGRAMS

Research Triangle High School offers support services under the Individuals with Disabilities Education Act (IDEA) to students who are state-identified. Other students may receive special services under Section 504 of the Rehabilitation Act of 1973. Students experiencing difficulties are referred to the Student Support Team at Research Triangle High School who will determine

into which group a student falls, if eligible. Yolanda LeMay is the school's Student Support Team head.

The level of support for special education students is dependent on the student's Individualized Education Plan. For more information, contact the Department of Exceptional Children.

Project Child Find & Transfers of Exceptional Children

The Individuals with Disabilities Education Act (IDEA) includes the Child Find mandate, under which all school districts must identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. After identifying children who may need services, all necessary evaluations must be completed on these children, at no cost to parents. RTHS participates in Child Find. General public notice signs to inform and educate the public about the need to locate and identify all children with disabilities are posted in the main lobby of RTHS, in accordance with IDEA.

Discipline

A student with a disability may be removed from a current placement for up to ten cumulative school days in one academic year for any violation of the school code of conduct. This removal may be to another setting or it may be suspension. Services are not required during the first ten days. A disciplinary change in placement may occur when a student is removed for more than ten consecutive school days. Changing a student with a disability educational placement (continuum of services) may be made by an IEP team only, and services may be provided. A functional behavior assessment as well as a behavior intervention plan may be developed to address the behavior violation so that it will not recur.

Transfers of Exceptional Children

RTHS accept transfers of IEPs from within the state of North Carolina and from other states. Enrolling students must indicate on their enrollment paperwork that an active IEP is in place and the school will request the transfer of those records. Services from the Department of Exceptional Children will be in place from the time of enrollment.

Dispute Resolution

Facilitation

An impartial facilitator can be requested to assist the IEP team members in communicating more effectively, keeping the focus on student outcomes, and developing compliant IEPs.

Mediation

Parents or guardians have the right to request the Department of Public Instruction to provide mediation services if you and the school are unable to agree upon the identification, evaluation, educational program, placement or the provision of a free, appropriate public education of a student.

Formal Written Complaints

When informal means for solving disagreements have not been successful, more formal dispute resolution alternatives are available through the provisions of federal and state laws governing special education [the Individuals with Disabilities Education Act (IDEA) and Article 9 of Chapter 115C of the North Carolina General Statutes].

More information on informal and formal dispute resolution is available at the DPI web site:

<http://ec.ncpublicschools.gov/parent-resources/dispute-resolution/dispute-resolution>

The administrative (LEA) contacts for RTHS is Chris Elliott.

RTHS TECHNOLOGY RESPONSIBLE USE POLICY

The statements below describe RTHS expectations for how students will use technology. Students should read and sign the policy. **By accepting this agreement, students acknowledge the following rules and conditions about technology use at RTHS:**

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school in all my online activities. I understand that what I do on social media should not reflect negatively on my fellow students, teachers, or on the School.
- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will use digital communication (email, texting, video and photo sharing apps) with the understanding that I am creating a digital reputation.
- I understand that the school network, my school internet traffic, school communications, and my school accounts are property of RTHS and anything that I do can be monitored.
- I understand that RTHS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.

As an RTHS student, I will use technology in accordance with the laws of the United States and the State of North Carolina, including those described below:

- Criminal acts – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyberbullying, cyberstalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.
- Libel laws - Publicly defaming people through the published material on the Internet, email, etc.
- Copyright violations - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

If I choose to use social media:

- I understand all my online actions leave a permanent record and remain online, even if deleted.
- I understand personal use of social media may have an effect on current and future educational institutions, employers, and others that may impact my future opportunities.

BRING YOUR OWN DEVICE AGREEMENT/PROTOCOL FOR USE

Definition of “Device”

For purposes of BYOD, “Device” means privately owned wireless and/or portable electronic handheld equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies such as IoT (internet of things) devices, cell phones, smart phones, augmented reality glasses, portable internet devices, video gaming systems, handheld entertainment systems or portable technology devices that can be used for word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Internet

Only the internet gateway provided by the school may be accessed while on campus. Personal internet connective devices including, but not limited to, cell phones/cell network adapters are not permitted to be used to access outside internet sources at any time.

Security and Damages

Responsibility to keep the personal technology secure rests with the individual owner. RTHS is not liable for any device stolen or damaged on campus. RTHS can NOT replace or provide financial restitution for any stolen or damaged personal technological device. If any technological device is stolen or damaged, the issue will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches are used to physically identify your personal technology from others. Additionally, protective cases for technological devices are encouraged.

BYOD STUDENT AGREEMENT

The use of technology to provide educational material is a privilege. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, as well as all Board policies, particularly the Responsible Use Principles (RUP).

Students and parents/guardians agree that technology:

- Must be in silent mode while on school campuses
- May not be used to cheat on assignments or tests, or for non-instructional purposes (such as making personal phone calls and text/instant messaging).
- May not be used to record, transmit, or post photographic images or video of a person, or persons on campus during school activities and/or hours for non-instructional purposes.
- May only be used to access files, applications or internet sites which are relevant to the classroom curriculum.

As a student at RTHS, I acknowledge that:

- The school’s network filters will be applied to my connection to the internet and I will not attempt to bypass them (via VPNs, proxy servers, etc).

- Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the RUP.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of the RUP.
- The school has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.
- Printing from personal technology will not be possible at school.
- The school is NOT responsible for
 - stolen or damaged personal technological devices,
 - the maintenance or repair of any personal technology or
 - any costs incurred due to use of personal technology.

RESPONSIBLE USE OF TECHNOLOGY AGREEMENT-STUDENT

*As a student at RTHS, I _____ understand
(printed name)*

and will abide by the above Responsible Use Principles. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, disciplinary action, and/or referral to law enforcement.

Student Signature

Date

RESPONSIBLE USE OF TECHNOLOGY AGREEMENT-PARENT/GUARDIAN

As the parent or guardian of this student, I _____
(printed name)

have read the Responsible Use Principles. I understand that technology is provided for educational purposes in keeping with the academic goals of the School, and that student use for any other purpose is inappropriate. I recognize it is impossible for the School to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children’s technology activities at home should be supervised as they can affect the academic environment at school.

I hereby give permission for my child to use technology resources at Research Triangle High School.

Parent or Guardian's Signature

Date

DRIVER'S EDUCATION AND ELIGIBILITY CERTIFICATES

Research Triangle High School does not offer driver's education classes. Students who are residents of Wake County may take courses through Jordan Driving School (<http://www.jordandriving.com/>). For Durham County residents, a similar arrangement can be made through Durham Public Schools (<http://www.dpsnc.net/programs-services/driver-ed>). At the present time all classes in Durham and Wake County are offered at public schools throughout the counties and students can attend whatever site they like; however, these sites fill quickly, so planning ahead is a must.

Dropout Prevention/License Revocation

North Carolina has established legislation that reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation, effective August 1, 1998, requires that a student's driving permit or license be revoked if a student is unable to maintain adequate progress or drops out of school. Adequate progress is determined by first semester grades and end-of-year grades and is defined as passing 70% of courses. At Research Triangle High School, this means a student must be passing five of six courses they are currently enrolled in, including Math and English⁴. A student is exempt from this law upon reaching the age of 18 or obtaining a high school diploma, GED, or an adult high school diploma. RTHS is required to notify the Division of Motor Vehicles after each semester if a student fails to meet this requirement.

A student's driving permit or license must be revoked for one year if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for: 1) possession or sale of alcoholic beverages or illegal controlled substance on school property, 2) possession or use on school property of a weapon or firearm, or 3) the physical assault on a teacher or other school personnel on school property. School property includes the physical premises of the school, including the parking lot, any vehicles under the school's control that are used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school.

Driver's Eligibility Certificates

A Driver's Eligibility Certificate (DEC) will be issued to a student when the student completes the driver's education class and meets the above requirement. The student and a parent or guardian should present the form stating that the student has completed the class to the office staff at RTHS. After grades have been verified, the DEC will be issued. The DEC is only good for thirty days from the date issued.

In the event that the school or office is closed, students needing a DEC can send a photo or scan of the completion certificate to the principal and they will prepare the DEC for the student to pick up at the front office when it is open. If school is closed for a long period of time, the DEC will be mailed to the student's current home address as listed in PowerSchool.

⁴State law requires passing 70% of courses taken in the previous grading period and allows schools to add their own requirements.

EXTRACURRICULAR ACTIVITIES

STUDENT CLUBS

Clubs at RTHS vary a great deal in terms of the time commitment for the students, allowing most students to find some activity that fits their schedule. Club meetings are held before school, during lunch, or after school. Clubs may vary slightly from year to year to suit the interests of our students and faculty. Clubs require students to commit to attendance and being engaged in activities.

STUDENT ACTIVITIES

Activities at RTHS occur weekly and allow for students to attend as interested. Activities allow students to attend when possible, and to experiment with ideas and activities to determine where their interests lie.

Club Fundraising Guidelines for RTHS

Objectives

- To ensure that all fundraising done on the behalf of a club is in compliance with IRS rules and regulations.
- To ensure proper accounting for all funds and gifts received by the club.
- To identify club priorities.
- To ensure that prior approval is given for fundraising activities.
- To ensure that the funds raised benefit the entire club and not just a few individuals.
- To ensure that club activity does not exceed what the club can afford.

Fundraising Plan

Before any fundraising can commence, a fundraising plan must be approved by the club sponsor and then submitted to the administration for final approval. This plan must include:

- Proposed budget (how much you intend to raise, supplies needed, expected overhead costs, etc.).
- Strategy for fundraising.
- Fundraising goal (what is this money for?).
- Proposed dates for fundraising.
- Method of payment is shared; use of Cashapp must be managed by fundraising leaders and the Director of Development. The Director of Development receives the notifications of the deposits and forward them to the leaders via email.

Procedure for After Fundraiser

- All funds collected during the fundraiser must be turned into the school within 24 hours for deposit into the club account.
- In order to use club funds for the desired fundraising goal, the staff sponsor must submit a check request with the front office. These forms are available at the front desk of RTHS.

Of Note

Please understand that RTHS clubs and their fundraisers are all subject to audit as part of the RTHS community. All club activities must be approved by the club sponsor and those activities are up to their discretion. If the club sponsor is unwilling to participate in more activity than the club desires, club members are able to seek further club support to accomplish those goals. Club members are not allowed to participate in outside school activities (conferences, field trips, etc.) without a club sponsor being present.

RAPTOR ATHLETICS

Research Triangle High School offers a limited number of sports. Tryouts are open to students of all grade levels. Below are the sports offered at Research Triangle High School:

Fall

Cross Country (M/W)
Golf (W)
Soccer (M)
Tennis (W)
Volleyball (W)

Winter

Basketball (M/W)
Indoor Track (M/W)
Swimming (M/W)

Spring

Golf (M)
Soccer (W)
Tennis (M)
Track & Field (M/W)

RTHS is a member of NCHSAA and the Central Tar Heel Conference, which includes local charter schools.

Eligibility for participation in athletic activities:*Required Information:*

1. Student-athlete information form
2. Medical History and Physical Examination, signed by a doctor (valid for one calendar year)
 - a. For 2020-21, any physicals completed since March 1, 2019 are valid through the end of the 2020-21 school year.
3. Concussion Awareness Statement
4. Eligibility and Authorization Statement
5. Sportsmanship Pledge

Forms are available through the Athletic Director's Office and ParentSquare

Playing a sport at Research Triangle High School is not a right, but a privilege; in order to have that privilege, student-athletes must meet the following requirements:

Academics Requirements

- Must have passed five out of six classes in the previous semester
- (Fall semester) Must have met the requirements to be promoted to the next grade:
 - 10th grade - 5 credits; must also pass Math I and English I
 - 11th grade - 11 credits; must also pass Math II and English II
 - 12th grade - 17 credits; must also pass Math III and English III
- Must have a weighted grade point average of 2.00 or higher in the previous semester

Attendance

- Must be present in school in order to take part in a practice or game that day

Behavior Requirements

- Ejection from a game: two-game suspension (four games for fighting)
- Two ejections in one school year: Student is ineligible from all sports for the remainder of the school year
- Out-of-school suspension: Student is ineligible to participate in any practices or games during the suspension time (if no games occur during the suspension, the student will be suspended for the next game, whether or not the student's sport is in season at the time of the suspension)
- Two in-school suspensions = one out-of-school suspension (min. one-game suspension)

APPENDICES
RTHS Schedules

<p>Regular Schedule (50-minute periods) Gallery study hall (7:30 - 8:45) 1st period 8:45 - 9:35 2nd period 9:40 - 10:30 3rd period 10:35 - 11:25 Mentoring 11:30 - 11:55 Lunch 11:55 - 12:25 4th period 12:25 - 1:15 5th period 1:20 - 2:10 6th period 2:15 - 3:05 7th period 3:10 - 4:00</p>	<p>Friday Schedule (35-minute periods) Gallery study hall (7:30 - 8:45) 1st period 8:45 - 9:20 2nd period 9:25 - 10:00 3rd period 10:05 - 10:40 4th period 10:45 - 11:20 Mentoring 11:25 - 11:55 Lunch 11:55 - 12:20 5th period 12:20 - 12:55 6th period 1:00 - 1:35 7th period 1:40 - 2:15</p>
<p>One-hour Delay (40-minute periods) Gallery study hall (8:30 - 9:45) 1st period 9:45 - 10:25 2nd period 10:30 - 11:10 3rd period 11:15 - 11:55 Mentoring 12:00 - 12:30 Lunch 12:30 - 1:00 4th period 1:05 - 1:45 5th period 1:50 - 2:30 6th period 2:35 - 3:15 7th period 3:20 - 4:00</p>	<p>Two-hour Delay (30/35-minute periods) Gallery study hall (9:30 - 10:45) 1st period 10:45 - 11:20 2nd period 11:25 - 12:00 3rd period 12:05 - 12:40 No Mentoring Lunch 12:45 - 1:20 4th period 1:25 - 2:00 5th period 2:05 - 2:40 6th period 2:45 - 3:20 7th period 3:25 - 4:00</p>
<p>Half-Day Schedule (noon dismissal) Gallery study hall (7:30 - 8:45) 1st period 8:45 - 9:05 2nd period 9:10 - 9:35 3rd period 9:40 - 10:10 4th period 10:15 - 10:40 5th period 10:45 - 11:10 6th period 11:15 - 11:35 7th period 11:40 - 12:00</p>	<p>Final Exam Schedule Exam Block 9:00 - 1:00 (most final exams will be completed by 12:00pm. Some state exams require more time and some students are allowed more time due to special accommodations. More detail will be given around exam time)</p>

Student Parking Regulations

1. Permits are issued at designated times established and announced by school administration. Until students possess their assigned tag to display, they are not permitted to park on campus.
2. The parking fee established by RTHS for the 2019-2020 school year is \$100. Permits issued for less than the entire school year will be subject to a \$25 per quarter rate for each remaining whole or partial quarter.
3. Parking permits will be available only to students who have a valid North Carolina Driver License.
4. All students who park a motor vehicle on the school campus must display the current hanging-tag permit. The tag must be hung from the inside rear-view mirror, facing the front of the vehicle. Students who fail to properly display the tag may have their parking privileges revoked.
5. Vehicles must be parked in assigned spaces. Students remaining on campus for school activities after school are to leave cars in the assigned spaces until exiting campus. The only places available for student parking are the marked student parking spaces. Students may not park on the road, driveway, in intersections, or in any other place. Parking in any of the business parking lots near the school is strictly prohibited. Vehicles parked in the wrong space or in unauthorized areas may be towed or “booted” at the expense of the owner and the permit will be subject to revocation without refund.
6. Loitering in the parking lot is prohibited. Students should lock their cars and leave the parking lot immediately upon arriving at school. Students should take all materials/items needed for the school day and not use vehicles as a storage area. Students need written permission from an administrator to be in student lots during school hours, including class changes and lunch time.
7. Students are prohibited from leaving the campus during lunch time.
8. Vehicles should be parked front-end first. Backing into spaces is not permitted.
9. The safe operation of motor vehicles is required. Vehicles must not travel in excess of 7 miles per hour in the school parking lot. Seat belts are required for driver and all passengers. Speeding and reckless driving are prohibited.
10. RTHS is not responsible for damages to or theft from vehicles.
11. Students are cautioned NOT to leave valuables in their vehicles. Parked vehicles should be left with windows closed and doors locked.
12. Disabled vehicles may not be left on campus overnight. If necessary, towing should be arranged by the student.
13. Only one tag will be issued per space. Students may register up to two of their family vehicles. The tag may be moved from one registered family vehicle to another, but may NOT be sold, given, or loaned to another student to use with another vehicle not registered with the parking space. The penalty for so doing is revocation of parking privileges.
14. Carpooling is encouraged and parking spaces may be shared by students. If students apply to share a parking space and are approved to share, only one tag will be issued for the shared space. Both students must submit a completed application and each will be placed in the lottery. The student using the space must display the tag. If the permit is revoked, neither student driver may park on campus during the revocation period.
15. Students shall inform the office immediately of any changes in vehicle or license plate.
16. Lost parking tags will be replaced for a \$10 fee. Report losses to the office.
17. The possession and/or use of tobacco products are prohibited on campus. Students may not possess tobacco products or smoke in cars at any time while on the school campus. Weapon and drug charges will result in automatic revocation of parking privileges.

18. Attendance and tardy policy violations may result in revocation of parking privileges. Specifically, chronic tardiness to first period may result in revocation of parking privileges.
19. Students who operate a motor vehicle on campus should fully understand their duties and responsibilities. Students who violate parking regulations are subject to any or all of the following consequences
 - a. Revocation of parking privilege
 - b. Ticketing
 - c. Towing and storage of the vehicle at the owner's expense
 - d. Disciplinary action
 - e. Criminal charges as prescribed by law
20. Handicapped parking is available as needed on an assigned basis only. After exiting parked vehicles, students should exercise caution around other vehicles.
21. Students are not to leave the student parking lot until 15 minutes after dismissal in order to avoid safety issues with the carpool line.
22. When student drivers are exiting their parking space, they should back out of their assigned spaces only when there is an opening in the line of traffic. Creating a double line of traffic is a violation.
23. In order to be eligible for a parking permit, the student must have passed five of their six academic classes in the prior semester. If a student becomes ineligible, their parking pass/space will be saved and they will have one quarter to bring their grades up to eligibility. If the grades are not raised, that parking pass/space will be provided to the next student on the waitlist. If a loss of parking privilege occurs, the student will not be reimbursed for any portion of the fee.
24. Refunds for parking fees will be made only if the student moves out of the area (away from RTHS). Parking fees will NOT be refunded for:
 - a. voluntary withdrawal from school (changing schools or dropping out).
 - b. long-term suspension from school.
 - c. school-based disciplinary action related to loss of parking privilege.
 - d. loss of driving privilege due to revocation of operator's license.
 - e. All other refund requests are at the discretion of the principal.
25. Parking a vehicle on school property is a privilege, not a right. Please review all parking regulations with your parents/guardians and communicate with school administrators for clarification of any matter about which there are questions.
26. Submitting a complete electronic or paper application does not guarantee that a space will be granted. Parking spaces will be assigned randomly through a lottery. Only applications received by the published deadline will be included in the lottery. The highest grade level will be drawn first, followed by the next grade level, and so on. Once all available parking spaces have been assigned, the lottery will continue in order to build a waiting list with the remaining applications. Any application received after the published deadline will be added to the end of the waiting list in the order in which they are received, no exceptions.
27. All applicants will be notified by email of their status within one day of the lottery. Students who receive a parking permit are expected to submit their payment for the entire school year and a hard copy of their driver's license at the time that they pick up their parking tag. (Student is responsible for making the copy.) Parking pass pickup will be on the first day of school.
28. Failure to follow or complete a step in the application/parking pass collection process will cause the application to become null and void and the application will have to be resubmitted.

29. Applications will be kept on file in case spaces become available during the school year. Those spaces will be assigned based on availability and original lottery order. Additional applications may be filed during the school year and will be added to the bottom of the waiting list.

NOTE: *Students who do not pick up parking permits after the lottery/notification and the first day of school are not allowed to park on campus until the parking tag has been obtained from the school office.*

ASBESTOS NOTIFICATION

State and Federal environmental protection and health regulations require that all families be notified about the presence of asbestos in school buildings and be given information about what plans the school has to continue inspection and management of any materials in the building.

No asbestos containing materials were used in the construction of Research Triangle High School and none were present on the premises prior to its upfit in 2015.

Documentation supporting this, including inspection forms and reports from the inspectors and management agencies, along with a copy of this letter and documentation sent to NCDHHS in support of establishing compliance with the Asbestos Hazard Emergency Response Act of 1986, is available at the school front desk for review.

The current Chief School Officer, Eric Grunden, is the designated person assigned responsibility for this plan.