

The Early College at Guilford Student & Family Handbook



Phoenix Pride Starts with YOU...

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https://www.gcsnc.com/early_college_at_Guilford

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TABLE OF CONTENTS

INTRODUCTION	1
Principal’s Message	
HANDBOOK STATEMENT	2
FOUNDATIONAL CORE OF ECG.....	3
ECG Vision Statement	
ECG Mission Statement	
ECG Belief Statements	
Guilford County Schools.....	4
Guilford County Schools Mission Statement	
Guilford County Schools Vision Statement	
Guilford County Schools Core Values	
GUILFORD COLLEGE	5
Guilford College Mission	
Guilford College Core Values	
Guilford College – Five Academic Principles	
MEET OUR TEAM	7
Administration	
Guilford College Liaison	
Counseling Department	
Office Staff	
Faculty	
Bus Supervisor	
Western Guilford Cafeteria Manager	
ECG PARENT TEACHER STUDENT ASSOCIATION	7
THE EARLY COLLEGE AT GUILFORD COMMUNITY COMMITMENT	8
Student Commitment	
Parent/Guardian Commitment	
Staff Commitment	
HONOR CODE POLICY	9
ECG Honor Code Statement	
Honor Code FAQ	
2025-2026 SCHOOL CALENDAR.....	11
GCS WEBSITE LINK TO THE EARLY COLLEGE 2025-2026 CALENDAR.....	11
BELL SCHEDULES.....	12
DAILY SCHEDULE	13
Prior to School	
Remaining After School	

COMMUNICATION	14
Communication Protocol	
Communication Tools	
Parent Assistant – Infinite Campus platform for Parents/Guardians and Students	
Required Annual Update of Pupil Data Sheet	
Change of Address Information	
ACADEMIC INFORMATION.....	16
Creating an Infinite Campus Account for Parents	
Create a Parent/Guardian Observer Account for Canvas	
SMART Phone Access	
Guilford College Liaison	
Guilford College Classes	
Curriculum	
Honor Code	
Interim Reports for 9 th and 10 th Graders	
Report Card Information	
Dates for Assignments	
Course Load	
Grading Scale	
Grade Point Average	
GCS Course Grade Weight Calculations	
Academic Probation and Support	
Guilford College Probation and Support Semester	
ECG Teacher Office Hours	
End-of-Course (EOC) Exams	
Advanced Placement (AP) Courses	
A Few Reminders for AP Testing	
The Early College at Guilford: AP Standards	
Advanced Placement Scholars Distinction	
ACT	
Pre-ACT	
PSAT	
SAT	
Scholarships/Financial Aid	
National Honor Society	
Additional Guilford College Information for All Students	
Student Usage of Artificial Intelligence (AI)	
INFORMATION FOR 11 th AND 12 th GRADE STUDENTS	22
Guilford College Academic Honor Code	
Student Progress – Banner Web	
College Work and Responsibilities	
Undergraduate Admission and Transfer Credit	
Retaking a College Course	
Seminar and Counselor Connection	
Additional Guilford College Scheduling Information	
Guilford College Study Abroad Opportunities Considerations	

STUDENT SERVICES.....	25
Student Services Team	
Parent/Guardian Teacher Conferences	
Transcript and Record Requests	
Ranking of Students	
ATENDANCE POLICY.....	26
Attendance Policy Highlights	
Sign-out and Sign-in Procedures	
Illness at School/Students Leaving Campus During the School Day	
Absence/Early Release Notes	
Time Required in Class	
Tardy Policy	
Making Up Missed Work	
DISCIPLINE PHILOSOPHY	28
Discipline Belief Statement	
Discipline Procedure	
Transition Between Classes	
Bus Transportation	
Parking & Safe Driving on Campus	
Guilford College Campus – Student Housing	
Respect for Property	
Computer Usage	
Dress Code	
Electronic Device Policy	
Drug and Alcohol Use	
Student Fees	
Visitors to Campus	
Closed Campus – 9 th and 10 th Graders	
School Disruptions	
Honor Code Violation: Plagiarism	
Anti-Bullying, Harassment and Discrimination Policies & Resources	
Criminal Violations	
Discipline Supplement	
STUDENT ACTIVITIES AND GENERAL INFORMATION	34
Student Clubs and Organizations	
GCS Service-Learning Award and Diploma	
Sports at Sender Schools	
School Dance Policies and Procedures	
Fundraising	
Assemblies	
Field Trips	
Drivers Education Classes	
Driver Eligibility Certificate	
The Early College Phoenix	
The Frank Science Library	
Use of Quaker Cards and Fees	

BREAKFAST & LUNCH.....	37
Options	
Guilford County School Nutrition Services	
Ordering	
Lunch Areas	
SAFETY AND SECURITY	38
Accidents at School/Emergency Parent/Guardian Contact	
Emergency Drills	
Administration of Medication to Students	
Severe Weather Closings	
Guilford Guard	
ACRONYMS FOR THE BEGINNER	39
ADVANCED PLACEMENT TESTING CALENDAR.....	40
STUDENT AI INTEGRATION: 0 TO INFINITY	41

INTRODUCTION

Principal's Message

Dear Students and Families:

The staff and I would like to welcome all new families to The Early College at Guilford (ECG) and look forward to the return of the familiar faces of last year.

ECG's students, faculty, and staff operate from the premise that communication will occur at The Right Time, Right Place, and in The Right Way. We must take advantage of the experiences of each member of our community as we work toward a rewarding educational experience.

We want to continue to come together as a community to increase the academic climate, achievement and opportunities offered at ECG! To accomplish this, we must have a strong, collaborative partnership between our students, parents/guardians, and staff.

Students, I challenge you to expand the vision you have for yourself in what you can accomplish and in what you can achieve. Your talents will take you places but only if you nurture them. Moreover, those who are passionate and excited about what they are doing have an advantage that is nearly impossible to conquer. Be one of those people.

How will you contribute – what mark will you leave on ECG and in the greater community this year? How are you making the lives of your classmates better? Your impact will be based on your CHOICES as life will throw a lot of things at you – will you crumble?

Should you struggle, be a strong advocate for yourself by taking advantage of the teacher pre-planned office hours offered each week and peer tutoring opportunities. Take time to meet your counselor or renew the relationship. The stronger the lines of communication, the more successful you will become.

Parents/guardians, I know that you want a unique high school experience for your students. With that in mind, I encourage you to contact me with suggestions and volunteer with our Parent Teacher Student Association (PTSA). You are an essential part of the heartbeat of our school.

Parents/guardians and students must create an account to check their grades and attendance in the new Infinite Campus system. Additional information will be communicated throughout the year via email from the teaching staff and administration.

Please read this handbook thoroughly and use it as a reference throughout the upcoming school year. Suggestions or recommendations for its improvement are appreciated as this handbook cannot address every situation that could possibly arise in our community.

The 2025-2026 school year provides each of you with a fresh opportunity to improve academically and socially. Use this experience to become an improved person and an improved student.

Sincerely,



Pete Z. Kashubara II
Principal

HANDBOOK STATEMENT

The Early College at Guilford Student & Family Handbook is designed to help students and parents/guardians become aware of and understand the rules, expectations, processes, procedures and responsibilities associated with being an ECG family member. Each student and parent/guardian should read this information carefully, be knowledgeable about its content, and adhere to the expectations as outlined.

At ECG, we encourage individuals to be respectful when there are differing opinions and have a willingness to move forward with completion of the task at hand according to the expectations outlined in this handbook and any addendums. This means that even if you disagree with some of the contents of this handbook or any decisions made during this school year, the expectation is that you will adhere to our policy.

The handbook is a living document that may change and evolve. It is the companion document to the Guilford County Schools Student and Family Handbook. *It cannot anticipate every situation or answer every question about life at our school.* Students and their families accept responsibility for following the expectations, regulations, rules, etc. stated in the handbook. If something is not clear, or should concerns arise, please ask questions of the faculty, staff, or principal.

We encourage everyone to take an active role in all aspects of our school. We especially encourage our parents/guardians to be involved as much as possible. Research shows that the more active parents/guardians are in their child's education the more successful the child tends to become. Participation in school activities will create a sense of unity, loyalty and Phoenix Pride.

If students or parents/guardians have questions or concerns regarding the information outlined in this handbook, please feel free to contact the school.

FOUNDATIONAL CORE OF ECG

ECG Vision Statement

The Early College at Guilford will serve as a national model for Early Entrance High Schools.

ECG Mission Statement

The mission of The Early College at Guilford is to make a positive difference in the lives of students by providing exceptionally challenging educational opportunities that support academic development at the highest standards. Through building bridges at the earliest opportunity between high school, college, and beyond, our school seeks to awaken and mature the creative, social, and academic abilities of students. We strive to foster leadership in varied contexts so that our students may succeed in higher education and the changing world beyond.

ECG Belief Statements

1. Learning, a life-long process that occurs in multiple contexts, is best supported by student-centered, effective teaching that requires active student engagement.
2. Students learn best in a safe environment based upon ability rather than chronological age or other demographic factors.
3. Effective education involves the fostering of student character and the nurturing of ethically responsible world citizens.
4. Effective educators combine deep context knowledge, 21st century pedagogy, and a commitment to cultivating a love for learning.
5. Education flourishes best in an environment of active involvement by multiple stakeholders, appropriate funding, strong student-support services, effective leadership, parent/guardian partnerships, and community involvement.
6. Students are valued as individuals with unique physical, social, emotional, and intellectual needs. Student learning is the chief priority of the school as is reflected in the careful advising of students and the variety of instructional approaches to support learning.
7. Students are provided with frequent opportunities to explore, discover, apply, and synthesize knowledge, individually and in groups. Their success is supported with focused intervention and remediation, as necessary.

GUILFORD COUNTY SCHOOLS

Guilford County Schools' Mission Statement

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

(* This mission was adopted by the Guilford County Board of Education on December 12, 2000.)

Guilford County Schools Vision Statement

Transforming learning and life outcomes for all students.

Guilford County Schools Core Values

- **Diversity** - We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.
- **Empathy** - We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents/guardians as well as their colleagues.
- **Equity** - We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.
- **Innovation** - We are committed to fostering a work environment where the goal is not to manage innovations but to become innovative. Problems are identified, adults in the district assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.
- **Integrity** - We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.

GUILFORD COLLEGE

Guilford College Mission

Guilford's longstanding mission is clear and distinctive: Provide a transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment that is guided by Quaker testimonies of community, equality, integrity, peace, and simplicity and emphasizes the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world.

Guilford College Core Values

Guilford College is grounded in the relentless pursuit of its seven Core Values. These enduring values are the basis of the College's mission and are guided by the Quaker testimonies. The College was founded by the Society of Friends (Quakers) in 1837, and their principals are reflected in the campus culture.

- **Community** – We are committed to the cultivation of positive relationships between and common experiences among students, faculty and staff.
- **Diversity** – We are committed to creating an academic institution where a variety of persons and perspectives are welcome. We are committed to providing an environment where students from all cultures and backgrounds may succeed.
- **Equality** – We are committed to creating an institution and a society where everyone is appreciated and judged based on their contributions and performance rather than gender, race, religion, physical abilities, sexual identity, or socio-economic condition.
- **Excellence** – We are committed to setting high standards of academic rigor in courses and creating high expectations for achievement by everyone. We seek the personal and intellectual transformation of our students through the liberal arts.
- **Integrity** – We are committed to creating a community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and dealing with everyone with respect.
- **Justice** – We are committed to peacefully resolving conflict, sharing economic and natural resources, and parity in educational opportunity.
- **Stewardship** – We are committed to making decisions that will ensure the long-term survival of this institution. We must maximize the value of our human, financial, and physical resources in ways consistent with our Quaker heritage.

The campus community identified these values through a participative and inclusive process in 2003. The pursuit of these Core Values is integral to the educational experience we offer, abundantly visible in academic and co-curricular campus life.

Guilford College – Five Academic Principles

These principles govern all courses and other educational experiences at the College.

- ***Innovative, student-centered learning***

Guilford embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty.

Throughout, College places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of Guilford's intentionally diverse community.

- ***Challenge to engage in creative and critical thinking***

Guilford emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination and the aesthetic sense with reasoning, quantitative analyses and factual knowledge.

Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, the College emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford especially values courses that connect different ways of knowing, hence the College's interdisciplinary emphasis.

- ***Cultural and global perspectives***

Guilford strives to prepare students to be citizens of the world. Thus, the curriculum is designed to encourage students and faculty to respect and learn from people of other cultures and to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultures and gaining sensitivity to other ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

- ***Values and the ethical dimension of knowledge***

The Quaker ethos deeply influences the academic program as it does all other aspects of College life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life, and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance.

Guilford's courses explore the ethical dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice and socioeconomics in historical and contemporary contexts.

- ***Focus on practical application: vocation and service to the larger community***

Noting the call of George Fox, a founder of Quakerism, for schools to teach "things civil and useful," Guilford's teachers help their students choose majors and sequences of supporting courses that fit their interests and aptitudes and lead to work and service possibilities that will bring personal fulfillment and challenge. The College also upholds each individual's obligation to the larger community, hence its commitment to personal responsibility, social justice, world peace, service and ethical behavior. Rooted in the Society of Friends' social testimonies, the College aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

MEET OUR TEAM

Administration

Pete Kashubara Principal kashubp@gcsnc.com

Guilford College Liaison

Julie Winterich Guilford College winterichja@guilford.edu

Counseling Department

Nicole Webster Counselor websten@gcsnc.com

Office Staff

Michelle Sandefur Data Manager/Attendance Officer/
Front Office/Treasurer sandefm@gcsnc.com

Faculty

Anne Beatty English beattya@gcsnc.com
Jennifer Buck Science buckj@gcsnc.com
Zane Chamra Physical Education chamraz@gcsnc.com
John Haynes Social Studies haynesj@gcsnc.com
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Jessica Romero World Language romeroj@gcsnc.com
James Swindell Social Studies swindej@gcsnc.com

Bus Supervisor

Catina George 888-511-4427 georgec2@gcsnc.com

Western Guilford Cafeteria Manager

Carolyn Alston 336-316-5839 alstonc4@gcsnc.com

ECG Parent Teacher Student Association

Parent/guardian involvement and support are vital to our school's success. Become involved at ECG! There are many PTSA committees that welcome your help.

Please visit the ECG Homepage to access PTSA information by clicking on the Parent tab or you may visit the ECG PTSA general website at ecgptsa.wixsite.com/guilford or you may email the PTSA at ecgptsa@gmail.com

Anu Ramgoolam	President	sundarama@hotmail.com	336-338-1556
Swati Revankar	Co-Vice President	swatiar@gmail.com	
Blair Weikel	Co-Vice President	blair_weikel01@yahoo.com	
Heather McLamb	Secretary	mclambh@gcsnc.com	
Nitish Kumar	Treasurer	nitishk2006@gmail.com	

The Early College at Guilford Community Commitment

Our collective commitment is to create a positive learning atmosphere. Our school community wants students to have the best opportunity to learn and grow into healthy, successful young people. For The Early College at Guilford to do the best job, we need involvement and commitment from each community member.

Student Commitment

As an important part of the ECG Community, I will:

- accept honesty and integrity as both individual and collective values (ECG Honor Code)
- use my voice at the right time, right place and in the right way to ensure my success,
- will abide by the NCDPI AI Use Rubric
- meet with my counselor or support staff at least once a year to review and focus my academic needs and goals,
- register for a username and password on the Campus Student portal,
- log on and check my grades weekly through the Campus Student portal,
- log on and use the Canvas platform daily as instructed by each instructor,
- make a commitment to understanding my learning style,
- make a commitment to attend all classes every day, complete all assignments, and tests to the best of my ability.
- make a commitment to attend ECG for four years and take full advantage of the mission of the program, which prepares students to attend Guilford College during 11th and 12th grade.

Parent/Guardian Commitment

We will commit to ECG in the following ways, I will:

- register for a username and password on the Campus Parent portal
- once connected, log on and ensure address and contact information is correct each year
- review the Canvas instructional platform with information such as content course syllabi each semester,
- log on and check my student(s) grades weekly through the Campus Parent portal,
- support clubs/organizations activities associated with my student's areas of interest,
- read, provide feedback on, and support the guidelines contained in this Student & Family Handbook,
- schedule appointments with staff, counseling, and/or administration to ensure the success of my student(s),
- understand that my feedback is welcomed and important in the success of the school, and
- advocate for my child by keeping the lines of communication open with school staff.

Staff Commitment

As staff of ECG, we will:

- listen to, value, and respect the voices of our students, parents/guardians, staff and school community,
- make our contact information available,
- detail our expectations academically and behaviorally through a class syllabus,
- contact every student family within the first twenty days of the new school year.

HONOR CODE POLICY

The Early College at Guilford is a unique educational institution that combines freedom and responsibility. In order to honor that freedom, students take on the responsibility of conducting themselves in such a way that reflects academic integrity both inside and outside the classroom. This honor code represents an underlying principle of ECG student life. It requires that students accept honesty and integrity as both individual and collective values.

The core beliefs that underline this code are:

- Students function best in an educational environment untainted by academic dishonesty.
- Trust is a vital element of the teacher-student relationship.
- Widespread honesty and integrity enrich the quality of an educational environment.

ECG Honor Code Statement

On my honor as a member of The Early College at Guilford Community, I have neither given nor received any unauthorized assistance on this work, nor have I tolerated others' use of unauthorized assistance.

Honor Code FAQ

What does the ECG Honor Code mean?

- I commit myself to academic integrity at all times. I would rather take a failing grade than one dishonestly gained.
- I consider honesty and integrity core moral values.
- I will strive to always have the courage to make difficult choices even in the face of my peers and friends.
- I will accept responsibility for my actions, even at personal cost.
- I will encourage my classmates to support this code.

What are student responsibilities?

- To ask your teacher/faculty member to clarify what types of conduct are authorized and what is not. In many cases group discussion is not only allowed but encouraged; however, sharing completed work is usually an honor code violation.
- To assume that all assignments are individual assignments unless clearly instructed otherwise.
- To know when and how to properly cite sources.
- To assist and encourage your classmates to uphold the honor code. This includes confronting a student who has violated the honor code and encouraging him or her to self-report within 48 hours of the event; if that fails, the observing student must report the violation to school authorities.
- To report students who do not uphold the honor code, including reporting one's self.

What are teacher responsibilities?

- To consistently commit to the principles of the honor code.
- To clearly outline and define unacceptable behaviors within his/her course.
- Clearly outline group responsibilities for projects.
- Address the degree to which students may collaborate.
- Address the use of study aids in course work.
- Nurture honesty and integrity among students and staff.
- Notify administration of violations.

What are sample violations of the honor code?

- a. Using unauthorized materials during an exam or in connection with any work done for academic credit. Examples of unauthorized materials include previous examinations, assignments, textbooks, notes, electronic communication, electronic devices of any kind, internet sources, exhibits, or other items.
- b. Copying information from another student without authorization.
- c. Giving unauthorized assistance to another student by knowingly permitting him/her to see or copy any or all an examination or work to be submitted for academic credit.
- d. Use of electronic devices during class, in the classroom, or in association with assignments without prior permission of the instructor.
- e. Obtaining prior knowledge of examination materials or obtaining the materials themselves by any means, including electronic, in an unauthorized manner.
- f. Submitting for academic credit for any work completed by someone else, including if you purchased the material.
- g. Collaborating with one or more students in any unauthorized way when completing work to be submitted for academic credit.
- h. Committing the act of plagiarism.
- i. Using computer or library facilities in an academically dishonest manner.
- j. Offering, for credit in a course, work completed in another course taken either previously or concurrently, unless one secures permission from both instructors to do so prior to submission of the work.
- k. Violating test security measures as established by the administration and/or faculty.
- l. Discussing or divulging in any way the contents of an examination or assignment designed to be secure, either before or after administration of the examination or assignment.
- m. Removing examination or other course materials from a classroom without prior specific knowledge and permission of the instructor.
- n. Sharing notes among students without prior specific permission.
- o. Communicating with other students in an assessment setting by gestures, signs, body language, or other methods.
- p. Collaborating in completing take-home assignments when the instructor requires independent and unaided work.
- q. Feigning illness to gain extra preparation time for tests, quizzes, or assignments due.
- r. Interfering with electronic academic records in an unauthorized manner.
- s. Witnessing conduct that one knows or should reasonably know is an honor code.
- t. Giving false or misleading information regarding an academic matter.
- u. Falsifying evidence, lying or failing to give information to a teacher or administrator or in any way interfering with an honor code violation investigation.

2025-2026 SCHOOL CALENDAR

August 5	First Day for Students
August 20	Teacher Workday
September 1	Labor Day Holiday
October 2	Teacher Workday
October 9	Grading Period Ends
October 10	Teacher Workday
October 13	Teacher Workday
TBD	PSAT
TBD	Pre-ACT
November 3	Teacher Workday
November 11	Veterans' Day Holiday
November 26 – 28	Thanksgiving Holiday
December 19	Grading Period Ends
Dec. 22 – Jan. 5	Winter Break
January 2	Teacher Workday
January 5	Students Return
January 19	MLK Jr. Holiday
February 16	Teacher Workday
TBD	ACT
March 9 – 13	Spring Break
March 19	Grading Period Ends
March 20	Teacher Workday
April 3	Spring Holiday
May 22	Last Student Day
May 26 & 27	Teacher Workdays

GCS WEBSITE LINK TO THE EARLY COLLEGE 2025-2026 CALENDAR

To view all GCS District Calendar options, please use the following link:

<https://www.gcsnc.com/Page/2#calendar1/20200727/month>

BELL SCHEDULES

Daily Schedule

1 st Block	9:20 a.m. – 10:55 a.m.
2 nd Block	11:00 a.m. – 12:30 p.m.
Lunch	12:30 p.m. – 1:00 p.m.
Recess	1:00 p.m. – 1:15 p.m.
3 rd Block	1:15 p.m. – 2:45 p.m.
4 th Block	2:50 p.m. – 4:20 p.m.

PLUS Time Schedule

First Block	9:20 a.m. – 10:45 a.m.
Second Block	10:50 a.m. – 12:15 p.m.
Lunch	12:15 a.m. – 12:50 p.m.
Plus Time	12:50 p.m. – 1:20 p.m.
Third Block	1:25 p.m. – 2:50 p.m.
Fourth Block	2:55 p.m. – 4:20 p.m.

One Hour Delay

First Block	10:20 am – 11:40 am
Second Block	11:45 am – 1:00 pm
Lunch	1:00 pm – 1:45 pm
Third Block	1:45 pm – 3:00 pm
Fourth Block	3:05 pm – 4:20 pm

Two Hour Delay

First Block	11:20 am – 12:25 pm
Lunch	12:25 am – 1:10 pm
Second Block	1:10 pm – 2:10 pm
Third Block	2:15 pm – 3:15 pm
Fourth Block	3:20 pm – 4:20 pm

Three Hour Delay

First Block	12:20 pm – 1:10 pm
Lunch	1:10 pm – 1:55 pm
Second Block	1:55 pm – 2:40 pm
Third Block	2:45 pm – 3:30 pm
Fourth Block	3:35 pm – 4:20 pm

Bus Schedule

Buses arrive at approximately 9:10 a.m. to the Frank Family Science Building.

Buses depart at approximately 4:25 p.m. from the Frank Family Science Building.

ECG TED Talk Schedule

First Block	9:20 am – 10:45 am
Second Block	10:50 pm – 12:15 pm
TED Talk	12:20 pm – 12:50 pm
Lunch	12:50 pm – 1:20 pm
Third Block	1:25 pm – 2:50 pm
Fourth Block	2:55 pm – 4:20 pm

After School Schedule

Academics: Support, Remediation

Behavioral Support

Social: School Sponsored Club and/or Organization Meetings

Parent/Teacher Conferences:
4:30 - 5:15

**School Administrative Office
(George White House):**

Opens 8:45

Closes 4:30

DAILY SCHEDULE

Note: Parents/guardians are responsible for students who are on campus before school and after school outside of normal operating hours – 9:05 – 4:35.

Prior to School

- Students are **not allowed on campus until 9:05 a.m.** each day unless under the direct supervision of a certified staff member.
 - If arriving prior to 9:05, students are restricted to the Hege Library, Founders Dining Hall, the Grill, and Rachel’s Rose Cottage, gym facilities or the ECG classrooms and the Fraizer building.
 - Students are reminded that before school is often a time for tutoring and academic support. If a teacher is not tutoring or meeting with students, he or she is preparing for the instructional day. Please be respectful.
 - Students are not permitted to congregate in the parking lot or gather in large groups in and around the modular classrooms. Large gatherings outside the modular are disruptive to college classes.

Remaining After School

- To ensure the safety of students and staff, students are required to be out of the trailers or under the direct supervision of a teacher or club/extracurricular advisor **by 4:30 p.m.**
- At dismissal, students will move directly to the front of the Frank Family Science Building for GCS bus transportation or if a car rider they will wait for their ride at “The Big Tree” Student North Parking Lot grass area. Use the student crosswalks (2) when crossing George Fox Dr.
- Students may be required to attend sessions for academic support and make-up work.
- School-sponsored clubs and organizations may schedule meeting times depending on space and staff availability.
 - Students who stay after school for clubs and extracurricular activities must find their own transportation home.
 - GCS personnel and staff club advisors must be present for the club/organization to meet.
 - Extracurricular (club) sponsors will remain with students until they are picked up.
 - If students are not picked up within 15 minutes of the scheduled end of the meeting, the student may not be eligible to attend after school meetings in the future. Club sponsors will discuss with the parent/guardian on an individual basis.
- When after school activities are completed, students may wait for their ride at either the entrance of the Frazier building or “The Big Tree” Student North Parking Lot grass area. If there is an extended delay for student pick-up, students may be directed to wait inside the Fraiser building or may need to be picked up from the George White House (ECG’s administrative office).
- Students who stay after school to work with or at a Guilford College location/activity are the responsibility of the parent/guardian after 4:30. Guilford College reserves the right to close any of their facilities as needed.
 - Students may work in the Hege Library following library usage hours.
 - Students may utilize the Guilford College physical education center and follow all usage requirements.
 - Students are not permitted in Frank Family Science after school for any reason.
 - Students may not use physical education equipment after school near any Guilford College building.
- Students on campus after the designated time without supervision or an approved purpose will be subject to administrative disciplinary action.

COMMUNICATION

Communication Protocol

- Everyone is encouraged to work at the *closest* level when concerns arise.
- If there is a *classroom level concern*, ask the question or problem to the teacher via email or have a Zoom meeting, phone call, or in-person meeting.
- If the issue is not resolved, contact the counselor to discuss scheduling a parent/guardian-teacher conference.
 - Parent/Guardian Teacher Conferences may also involve additional student support staff and the principal.
- Contact the liaison via email for *all college level matters* – Dr. Julie Winterich, winterichja@guilford.edu

Communication Tools

- The Early College at Guilford uses a variety of methods to communicate information with its school family. If your contact information changes, please contact the main office immediately and talk to the Data Manager so we may update your information and keep you informed.

Connect-Ed

The principal will do weekly ConnectEd phone (Sunday) and email messages (Friday & Monday) to communicate news and important information to parents/guardians and students. Additionally, some information content may also be attached via the weekly email.

The principal will also work to forward key information received from the Guilford College liaison via the ConnectEd email system to 11th and 12th grade parents/guardians.

Guilford College Email

All students and faculty receive Guilford College email accounts. Students are expected to check their email daily each week of the academic year (and in the summer) for important messages from the principal, counselor, liaison, professors and/or ECG faculty. Students should respond to all queries as soon as possible and ideally within 24 hours within the work week.

Students Guilford College email will be the primary email that the ECG staff will use to communicate to our students.

School website

Information, including a calendar of events, can be found on our school website. To access the ECG website, please go to the GCS homepage, click on Schools – High Schools, scroll down to The Early College at Guilford, and click on the school's website:

<https://ecatguilfordhs.gcsnc.com/>

Parent/Guardian –Teacher Conferences (9th and 10th)

Parents/guardians and teachers are encouraged to communicate frequently to discuss both good news and concerns. If an issue or concern arises, please contact the teacher via email to discuss the concern. If a conference is needed, parents/guardians should contact the teacher or the school counselor to schedule.

Parent/Guardian -Teacher Conferences (11th and 12th)

Parents/guardians may schedule conferences with the college liaison to discuss performance in college courses. Parents/guardians may not directly contact the professor of a respective course concerning performance. Students should act as their own advocate and visit their professors during office hours to discuss academic concerns.

Parent Assistant – Infinite Campus platform for Parents/Guardians and Students

- Information will be communicated throughout the year via email from the teaching staff and administration. The web-based information system allows parents/guardians and students to access specific information such as detailed attendance information, assignments and grades, final grades, and historical grades.

Required Annual Update of Pupil Data Sheet

- With effective and efficient communication in our school community being more important than ever, we want to ensure that we have valid contact information for each family.
- TBD: Steps to update and confirm all contact information. The information update will be communicated by the school administration.
 - Changes can be made to phone numbers, parent/guardian contact and emergency contact information only.

Change of Address Information

- TBD: Steps to update and confirm all contact information. The information update will be communicated by the school administration.
- Parents/guardians will contact the Administrative Office when there are any changes to the home address.
- To complete an address change, parent/guardian must provide proof of residency in the form of a:
 - Lease agreement,
 - Utility bill,
 - Driver's license and one of the following:
 - Voter registration
 - Car registration
 - Medicaid Form
- This is ESSENTIAL in emergencies or when information needs to be communicated to the home.

ACADEMIC INFORMATION

Creating an Infinite Campus Account for Parents

- Information will be communicated throughout the year via email from the teaching staff and administration. The web-based information system allows parents/guardians and students to access specific information such as detailed attendance information, assignments and grades, final grades, and historical grades.

Create a Parent/Guardian Observer Account for Canvas

- Information will be communicated throughout the year via email from the teaching staff and administration. The web-based information system allows parents/guardians and students to access specific information such as detailed academic course content information, teacher contact information, syllabi, assignments and grades.

SMART Phone Access

- Information will be communicated throughout the year via email from the teaching staff and administration.

Guilford College Liaison

- Direct **all** contact regarding Guilford College courses to the Guilford College Liaison, Dr. Julie Winterich via email at winterichja@guilford.edu

Guilford College Classes

- ECG students are expected to be advocates for their own success.
- Students should contact professors during office hours or by email when concerns arise.
- Parents/Guardians should not contact Guilford College professors with concerns.

Curriculum

- Students enroll in courses offered by ECG, Guilford College, or online courses with administrative approval (counselor serves as the administrative designee) as necessary to meet graduation requirements.
- Students take Honors and Advanced Placement (AP) courses in the ninth and tenth grade, and college courses with undergraduate students taught by college professors in grades eleven and twelve.
- Students graduate with a high school diploma and approximately two years of college credit from Guilford College.

Honor Code

- Students shall not engage in any act of plagiarism or falsification of work.
- This includes, but is not limited to, cheating by receiving any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work, plagiarism by copying the language structure, idea and/or thought of another and representing it as one's own work, and verbal or written statement of untruth.
- All incidents of cheating will be reported to the parents/guardians and the administration.
- Please ensure that you have also reviewed the Honor Code information located on pages 9 and 10.

Interim Reports for 9th and 10th Grades

- ECG interim reports are provided each grading period at approximately four-week intervals.
Q 1: Aug. 27 & Sept. 18 Q2: Nov 4 & Dec. 2 Q3: Jan. 27 & Feb. 17 Q4: Apr. 14 & May 5
- Parents/guardians will receive an email from ECG to virtually access their students interim report.
- We encourage parents/guardians to use the Infinite Campus platform to access grades and monitor student progress.

Report Card Information

Dates for end of grading period and report cards:

October 9	Grading Period Ends	October 22	Report Cards to Students
December 19	Grading Period Ends	January 13	Report Cards to Students
March 19	Grading Period Ends	March 31	Report Cards to Students
May 22	Grading Period Ends	June	EOY Report Cards mailed by 6/5

Dates for Assignments

- All students should refer to their course syllabi throughout the semester to plan for the due dates for assignments.
- Being enrolled in high school courses that operate on an A/B Day schedule may mean that some assignments are due on days when students do not attend the class.
- Also, extra-curricular activities/field trips are not an excuse for a late assignment.
- If a student has a question about the due date for an assignment, he/she should contact the teacher/professor immediately.
- Students are strongly encouraged to use a planner (either physical or virtual) to keep up with assignments and test dates.
- Organization and time management are essential skills for success at ECG.

Course Load

- All students must be enrolled in a **full load (four classes)** of courses each semester.
- Students are expected to register for courses offered by ECG and cannot return to their sender school to take an elective course.
- Eleventh and Twelfth grade students are required to take 16 hours each semester.
- Guilford College courses take priority for all ECG students.
- If a student takes a course off campus or online that is not through Guilford College, the course would be in addition to the 16-hour requirement and is not recommended.

Grading Scale

High School Level Studies

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below
INC	Incomplete

College Level Studies, Report Card Grades with NCDPI Grade Conversion

A+, A, A-	95
B+, B, B-	85
C+, C, C-	75
D+, D, D-	65
F	55
INC	Precedes a grade whenever work in a course has not been completed.

Grade Point Average

Non-Honors Courses:

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

Honors Courses:

A = 4.5
B = 3.5
C = 2.5
D = 1.5
F = 0.0

Advanced Placement/Guilford College classes :

A = 5.0
B = 4.0
C = 3.0
D = 2.0
F = 0.0

GCS Course Grade Weight Calculations

Term	Weight
Semester 1 Grade	40%
Semester 2 Grade	40%
Exam	20%
Final Grade	100%

Academic Probation and Support

- An Early College student will be placed on academic probation/support if the student receives a D or F grade in semester-long courses or at the end of a semester for all other courses.
- Students will be subject to actions including but not limited to the information included in the **Discipline Supplement** (pg. 31).
- Academic probation is not a punitive measure but an indication that the student needs additional support.
- A Parent/Guardian-Teacher Conference will be held for 9th and 10th grade students. At the conference, an academic plan will be developed which will include a minimum requirement to attend staff office hours.
- Improvement plans may be developed in cooperation with the student and parents/guardians. When developed, students will be expected to follow the plan and demonstrate the necessary improvement to remain a student at ECG and Guilford College.
- As part of the improvement plan, the student may be required to report to a specified location for structured study hall to work on assignments. The student may also lose the opportunity to participate in extracurricular activities at ECG and Guilford College.
- They will remain on probation until the support team and administrator approves.
- Administrative discretion may be used to help determine a plan of action for students on probation.

Guilford College Probation and Support Semester

- Students on academic probation in grades 11 and 12 will receive support through ECG, the Early College Liaison, the Learning Commons, professor office hours and other tutorial services to help surmount difficulties.
- Guilford College Academic Affairs Office will review student GPA and course completion status at the end of each semester.
- If a student has a GPA under 1.6 and or a course completion rate of less than 67% of courses attempted by the end of a semester - the student will be placed on probation the next semester (Support Semester).
- If the student does not improve their GPA and course completion percentage after the Support Semester, the student will not be able to enroll in the subsequent semester.

ECG Teacher Office Hours

- Teachers will post their weekly office hours in their syllabus and on their Canvas pages. Each teacher offers office hours once a week.
- ECG requires all students with a “C” or below to attend office hours. If a student is not attending, the teacher will continue parent/guardian contacts and make a referral to the counselor and principal.

End-of-Course (EOC) Exams

- EOC **exams count 20%** of the final grade and attendance is required.
- Teachers offer office hours during the year and prior to exams. Attendance may be required.
- ECG students participate in the North Carolina required standardized End-of-Course testing in Biology, English II, and Math III.
- In non-EOC classes, students may have to take a Guilford County Final Exam (GCFE) which is also 20% of the final grade. Please review course syllabi for additional information.
 - All Teacher Made and Guilford County Final Exams (GCFE) will also be 20% of the final grade.

Advanced Placement (AP) Courses

- AP courses are college level studies for which students may receive advanced standing and/or college credit based on their score on the national College Board AP test and the requirements of a college/university.
- AP Exams are administered in May.
- Students must take the AP exam for each AP course in which they are enrolled. If the student fails to do so, the student will be charged a non-show fee by the College Board.
- The AP Exam administration dates are posted online at www.collegeboard.com

A Few Reminders for AP Testing:

1. If students are not in an AP Exam during AP Exam weeks, they are expected to attend their ECG classes.
2. After A.M. testing, students will move to lunch and report to their 3rd and 4th period classes at 1:15 P.M.
3. P.M. Testing, students are required to attend their 1st block classes and students are required to check in with their 2nd block teacher for attendance purposes prior to being dismissed for lunch.

The Early College at Guilford: AP Standards

1. The ECG Honor Code must always be followed.
2. No late work is accepted for Advanced Placement courses. Makeup work because of excused absences will follow the GCS policies.
3. After an absence, students are responsible to meet with the AP teacher the first day they return to school to determine the date when a test will be made up.
4. Out of class assignments, including homework, are to be completed prior to the beginning of class, before the current lesson begins.
5. Time limits for in-class assignments are firm, so students must stop when time is called.
6. Essays should be written in dark blue or black ink, exceptions to be noted by the teacher.
7. Extra credit opportunities are rare, so students should take advantage of them when available.
8. Students are expected to learn when individual teachers’ office hours are and to use them appropriately.
9. Students are expected to understand that AP review strategies are incorporated into individual courses throughout the year.
10. Students are expected to display mature behavior appropriate to ECG students both in person and online.
11. Students will abide by the NCDPI AI Use Rubric (Practice Transparency).

Advanced Placement Scholars Distinctions

- *AP Scholar* – granted to students who receive an average score of 3 or higher on three or more AP Exams.
- *AP Scholar with Honor* – granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- *AP Scholar with Distinction* – granted to students who receive an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more of these exams.
- *National AP Scholar* – granted to students in the United States who receive an average score of at least 4 on all AP Exams taken and scores of 4 or higher on eight or more of these exams.

ACT

- The ACT will be free of charge to all 11th grade students. This is a mandated exam.
- North Carolina utilizes ECG's ACT performance composite as a measurement of school performance.
- External ACT dates are posted in the counseling office and online.

PreACT

- The PreACT is given once a year to all students (required) classified as 10th graders.
- The PreACT prepares students for the ACT in the same way the PSAT prepares students for the SAT.

PSAT

- The PSAT is a required exam given for all 9th, 10th and 11th graders. *Subject to change.*
- Traditionally, ECG freshman and sophomores have also been eligible to take the test as well. Updated information will be provided in the Fall of 2024.
- The junior scores determine National Merit and other scholarship winners.

SAT

- External SAT dates are posted in the counseling office and online.
- Qualified students may pick up fee waivers from the counseling office.
- Students must register and pay online to take the SAT at an approved College Board site.

Scholarships/Financial Aid

- CFNC (College Foundation of North Carolina) also provides additional workshops at alternative sites. Information may be obtained in the Counseling Center.
- ECG strives for a 100% completion rate for FASFA each year. Free Application for Federal Student Aid (FAFSA[®]) form to determine student eligibility for federal student aid such as federal grants, work-study funds, and loans.

National Honor Society

- Candidates for the ECG National Honor Society must be current 10th, 11th, and 12th grade students who have attended ECG for at least one semester.
- Active NHS members transferring to ECG from other high schools may have their membership transferred upon documentation.
- Students must have a minimum cumulative weighted GPA of 4.1 to qualify for candidacy. Other qualifications include Leadership, Character, and Service.
- The school will hold spring inductions annually and fall inductions as needed.

Additional Guilford College Information for All Students

- When students start ECG, they each create a Banner log-in, which is their G# (on their Quaker card) and a six-digit pin that they choose.
- If a student cannot remember their pin, they can reset it on the Banner log-in page. It's the button under "PIN" and is labeled: "Forgot Pin?"
- If, for whatever reason, that does not work, it is recommended that students stop by the IT&S Help Desk on the first floor of Bauman with a device that would allow them to log-in to Banner
- This issue has traditionally occurred when students and families are working to pay their yearly Guilford College Library Fee or other additional Guilford College fees that may have been incurred.

Student Usage of Artificial Intelligence (AI)

- Artificial intelligence (AI) has been a part of education for years, working behind the scenes to analyze data, help personalize instruction in online tutoring tools, etc. but the introduction of generative AI has brought AI to the forefront of conversations about the future of education since the November 2022 release of ChatGPT made generative AI available to the public. This release, followed by many other generative AI tools, has created a boom of interest in how these tools may potentially transform education as we know it, as well as concerns about their misuse.
- In simple terms, Generative AI tools are artificial intelligence tools that generate text, images, audio, video, and code. When presented with a natural language prompt by the user, the model then predicts the next word or pixel based on its training data and the context provided in the user's prompt, resulting in an original output each time.
- The recent proliferation of generative AI has been remarkable in its unprecedented pace, which has been more rapid than any other technological innovation in history. In fact, several technologists anticipate that we will see more technological innovation in the next ten years than in the past one hundred years, and the trajectory of innovation in generative AI appears to support that statement.
- The acceptance and use of generative AI tools is inevitable.
- To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI and have opportunities to learn WITH AI in increasingly interactive and complex ways.
- Because AI is an emerging technology and is changing rapidly, as are laws and rules governing its use, this is a living document, and it will be updated as needed to reflect changes that take place in this very fluid environment.
- Please refer to the Appendix which includes the Student AI Integration: 0 to Infinity rubric utilized by the North Carolina Department of Public Instruction.

INFORMATION FOR 11th and 12th GRADE STUDENTS

Guilford College Academic Honor Code

Honor Code:

Academic honesty and integrity represent central elements of the liberal arts education at Guilford College. As scholars pursuing knowledge and truth, informed by the Quaker testimony on integrity, we seek a community where each member always acts responsibly and honorably in all activities. Acts of dishonesty represent a serious offense at Guilford College. The academic honor code is violated when anyone claims credit, implicitly or explicitly, for work and ideas that are not her or his own. Violations of the academic honor code include, but are not limited to, plagiarism, unauthorized collaboration, and unauthorized use of materials.

Plagiarism. Guilford defines plagiarism broadly as presenting the interpretations, wording, images or original conceptions of others as one's own without appropriate acknowledgement. Individual faculty members determine what constitutes "appropriate acknowledgement" within the context of their courses, either by specifically stating requirements or by acknowledging the standard practice within a given discipline. Further, all sources used in the production of the written work should be listed in a bibliography at the end of each work. The charge of plagiarism applies to all academic work whether done inside or outside the classroom and whether submitted as a rough draft or a final product.

Unauthorized Collaboration. Students may not combine efforts on all academic work, done inside or outside the classroom, submitted to an instructor as a rough draft or a final product, unless specifically permitted by the instructor. Although instructors should clearly define the limits of collaboration allowed, the absence of any instructions indicates that collaboration is not permitted. When uncertain, the student should seek clarification from the instructor. In cases of unauthorized collaboration, any student giving aid is as responsible as the recipient, unless the former is unaware that she/he/they has/have provided aid. A student who seeks unauthorized aid is responsible for participating in unauthorized collaboration whether the aid was given or received. The charge of unauthorized collaboration applies to all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

Unauthorized Use of Materials. It is the student's responsibility to ascertain what materials may be used in all academic work, whether done inside or outside of the classroom and whether submitted as a rough draft or a final product. The submission for credit of the same written work in more than one course is not permitted without the prior permission of both instructors.

- To access the Guilford College Honor Code, log onto the Guilford College website:
<http://www.guilford.edu/academic-regulations-honor-code>

Availability of student accommodations:

Guilford College facilitates and supports the implementation of reasonable accommodations including resources and services for students with documented disabilities, chronic medical conditions, temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. Students requesting academic accommodations must first self-identify and register with the Accessibility Resource Center (ARC) located in Hege Library, Office 217. The Director will meet with the students to create an individual accommodation plan (IAP). ARC will provide the accommodation letters to instructors at the student's request when providing any classroom and/or testing accommodations. Please notify ARC the first week of classes to discuss your accommodations needs. More information and relevant policy documents about the types of accommodations and series offered, disability determination, and the student registration process can be found on the Guilford College ARC site.

Student Progress – Banner Web

- Guilford College course schedules, interim grades and final grades are posted to Banner Web twice each 15-week semester. (Unofficial transcripts are also available on Banner Web.) Students must have Personal Identification Numbers (PINs) to access Banner Web. In addition, alternate PINs are distributed to students during advisory meetings each semester so that students can register for the upcoming semester and should always be safeguarded. Students are responsible for sharing schedules and grades with parents/guardians.

College Work and Responsibilities

- College professors distribute and/or post online syllabi to students each semester. The syllabi include grading scales and practices as well as outline assignments and due dates for the semester. While student time before and after class is unstructured, students are expected to schedule three or more hours of work for each course credit per week. Students should create a daily schedule that allows them some down time but includes structured time to work on assignments outside of the regular class time.

Undergraduate Admission and Transfer Credit

- ECG graduates may apply to continue at Guilford College and pursue an undergraduate degree, or they may apply to a college or university and have their ECG and Guilford College transcripts reviewed to receive “advanced standing.”

Retaking a College Course

- Students may request the liaison to retake a college course if they fail a course to improve their foundation but not to replace their grade as both classes will show on the transcript (the lower grade does not impact their GPA).

Seminar and Counselor Connections

- Attendance is **required**. This is one of the key components of being an ECG student and the only time the entire class will be together for important messages from ECG administration and the Liaison. Failure to attend Seminar and Counselor Connections may result in a loss of privileges including, but not limited to club participation, classes after 6:00 pm, field trips, and school dances.
- Please see the Discipline Supplement on page 31 for additional consequences.

FALL

- All **Juniors** are **required** to attend a weekly Seminar focused on the transition to taking a full load of college classes at Guilford College and the Guilford College experience.
- All **Seniors** are **required** to attend weekly meetings with the school counselor focused on applying to college.
- Additional topics in both 11th and 12th grades will include Social Emotional Learning and Career Explorations.

SPRING

- All **Juniors** are **required** to attend weekly Counselor Connections meetings focused on planning for college and preparing for the college application process.
- All **Seniors** are **required** to attend weekly Seminar/Peer Mentor meetings focused on the transition to further study at student’s selected college or university.
- Additional topics in both 11th and 12th grades will include Social Emotional Learning and Career Explorations.

Additional Guilford College Scheduling Information

- The principal, school counselor and college liaison are involved in all schedule change decisions.
- Students will need to take 4, four-credit courses total each semester. This works out to be four courses during the Fall 15-week and four courses during the Spring 15-week. For FY25-26, the three-week course is optional, and the cost is not covered by GCS. Students will be required to pay out-of-pocket should they decide to enroll in a course.
- Students may take up to 18 total credits in both 15-week sessions (four, four-credit courses plus a one- or two-credit if desired).
- **Early College students may not audit courses or enroll** in any of the following, unless approved by the Guilford College liaison, the ECG principal and counselor:
 - Courses that begin later than 6:00 pm other than courses such as astronomy, music, and theatre
 - Consortium courses
 - Asynchronous online courses
 - Independent Study
 - Internships
- In addition, when students are requesting courses, a recommendation from a professor may also be required as part of the administration's review of the students' academic standing.
- Due to the schedule change as well as other factors one lab science class per term will be the maximum allowed.
- Guilford College Chemistry's Department accepts Advanced Placement (AP) scores of 4 or 5 to test out of Chemistry 111 and 112 when those scores are based on taking an AP Chemistry course with an in-person lab. Therefore, ECG students cannot enroll in an online AP Chemistry course or self-study to test out of Chemistry 111 and 112, even if they score a 4 or 5 on the AP Chemistry exam.
- Any Junior interested in qualifying for Organic Chemistry should plan to take Guilford College's Chemistry 111 and 112 during the academic year or during the summer session.

Guilford College Study Abroad Opportunities Considerations:

- The family is responsible for the financial obligations beyond what is covered each semester by Guilford County Schools
 - The family will pay the difference in program costs, plus the \$185 Global Office and Off-Campus Initiatives fee.
- The student must maintain the standards of scholarship, leadership, character, or service set at The Early College at Guilford.
- The student must demonstrate independence and maturity
- The student must receive permission from the professor(s) leading the study abroad course
- The student must receive permission from Dr. Kashubara, Ms. Webster and Guilford College Liaison
 - The Guilford College Liaison will meet with the professor(s) to discuss the students' eligibility to participate.
- The student must receive permission from their parents

STUDENT SERVICES

- Student services are provided to assist and advocate for students academically, socially, emotionally, and to assist in post-secondary preparation and career development.
- Students and parents/guardians are invited to schedule appointments with the counselor to obtain answers to questions and use appropriate Guilford College resources.

Student Services Team

- Counselors, GCS school social worker, GCS school psychologist, and the school nurse are available for individual and group support.
- Information concerning testing, career choices, summer programs, college planning, financial aid, scholarships, health concerns, and course registration are available.
- Additional functions include but are not limited to consultation with teachers, parents/guardians, administration, and community resources to provide guidance for students.

Parent/Guardian Teacher Conferences

- If a conference is needed with an individual teacher, please make initial contact with the teacher.
- To schedule a conference with multiple teachers, parents/guardians are to contact the counselor.

Transcript and Record Requests

- Alumni and current students must request transcripts and records by visiting the Guilford County Schools website – www.gcsnc.com.
 - Select Quick Links – Online Student Records Request From (High School Students and Former Students Only).
- Students should allow several days for the transcript to be processed.
- Guilford College transcripts require a nominal fee and may be ordered online using a credit card. Please go to www.guilford.edu/registrar to obtain this information.

Ranking of Students

- Due to the depth of curriculum and rigorous course work, ECG does not rank students.
- Transcripts indicate the student's weighted and unweighted GPA.

ATTENDANCE POLICY

- The Guilford County Schools Student & Family Handbook will be available for review both on the GCS website and a hard copy for review in the George White House. The GCS Handbook contains vital information regarding the attendance policy. Please address questions with the main office.

Attendance Policy Highlights

- To be considered “in attendance”, a student must be present in one-half of the class period.
- Parents and guardians are requested to contact teachers and the school attendance officer when absences occur.
- All absences require a written notification from the parent/guardian explaining the absence(s).
- Absences notes are given to the 1st block teacher **within three (3) days** of returning to school. Absences due to extended illnesses may also require a statement from a physician.
- Failure to submit such notes within 3 school days after return to school will result in an unlawful absence.
- If possible, please schedule medical appointments before or after the school day.
- Students are responsible for all work missed when absent from school.
- The best practice is for students to request work assignments utilizing their Guilford College email from each teacher when absent.
- Students on a field trip or participating in a home school sporting contest are present in school.
 - Completion of a Field Trip Eligibility Form is required for participation and attendance exemption for club and competition team activities.
 - **Field trips and sporting contests do not exempt students from due dates for assignments.**
 - It is recommended that Athletic schedules (pdf) be provided (communicated) with teaching staff and ECG Data Manager.
- Home school athletic practices are not excused absences. Students are expected to be in class until 4:20 each day.

Sign-out and Sign-in Procedures

- Parents/guardians or the individual that has permission to pick up a student must come in, show their ID and sign the student out in the front office before the student is allowed to leave the classroom.
- Once the parent/guardian has signed the student out, our data manager will contact that teacher’s classroom to notify him/her that the child is being picked up.
- Any student who arrives on campus after 9:25 must sign in at the EGC Administrative Office (The George White House).
- Students are to remain in class until the classroom staff member confirms/acknowledges the check-out.
- When **returning to campus** after an Early Release, a student must sign back into school through the EGC Administrative Office (The George White House).

Illness or Injury at School/Students Leaving Campus During the School Day

- Parents/guardians will be notified of the illness or injury and are expected to pick up the students as soon as possible.
- Students will stay in the area of the incident until a staff member can respond. When possible, the student will be relocated to an available trailer classroom or the Main Office to wait to be picked up.
- If any person other than the parent or guardian or emergency contact is picking up the student, the ECG Administrative Office (The George White House) must be contacted and approved prior to the student being signed out.
- Sick students who drive will be released only after written or verbal permission is obtained by the ECG Administrative Office (The George White House).

Absence/Early Release Notes

- Parents/guardians will be notified each evening through an automated voice message that their student was tardy or absent from a class or some portion of the day.
- Parents/guardians should contact the data manager for the specific class that he/she was tardy or absent.
- Notes must be brought to the students' 1st block teacher within three (3) days of returning to school.

The note must include:

1. the student's full name
2. reason for absence or early release
3. date of absence or early release
4. signature of parent/guardian
5. a daytime phone number of the parent/guardian

Time Required in Class

- Attendance for at least one-half of the class period is required for the student to be counted present.

Tardy Policy

- Punctuality is very important.
- Tardies are disruptive.
- Students will receive appropriate consequences from classroom teachers.
- Teachers will document all tardies.
- Teachers will contact parents/guardians to partner on strategies once the child reaches a 3rd tardy during the quarter.
- **A 4th tardy and additional tardies per grading period will be referred to the school social worker, school counselor and administration for additional actions.**
- Please see the Discipline Supplement on page 31 for additional consequences.

Making Up Missed Work

- The ultimate responsibility for make-up work lies with the student.

9th and 10th Grade

- Students are responsible for all missed work when absent.
- Immediately upon returning to school (if not previously arranged), students must meet with their teacher(s) to create a plan to make up all work (assignments, tests, projects, etc.) missed while absent.

11th and 12th Grade

- Students should refer to their course syllabus for a description of the guidelines for missed work. In general, students should expect to make up work as soon as they return to class. Students should contact the professor if they have questions about making up work.

DISCIPLINE PHILOSOPHY

Discipline Belief Statement

At The Early College, we believe that every student is entitled to have a positive teaching and learning environment, free from distractions caused by the inappropriate behavior of others. We strive for students to have nurturing interactions with our faculty, staff, and administration.

Our preferred method of discipline involves communication and counseling from teachers, counselors, support staff, and the administration. Our team expects our students to be self-corrective with their behavior. Discipline will be done only with the intent of helping students grow in the areas of developing good relationships with others, respect for his/her rights, dignity and safety of all individuals within the school community, and respect for established school procedures and processes.

Therefore, students are expected to be strong **self-advocates**. Self-advocacy requires the strength to overcome obstacles to succeed by using their voice at the right time, right place, and in the right way. Students must not become their own obstacle. As a student, your only option is success!

Be reminded that we are all guests on the Guilford College campus and therefore the expectation of excellent behavior and maturity is a must for all students – additional freedom begets additional responsibility.

Please review the policies below and all policies in the ECG, GCS, and Guilford College Handbooks with the understanding that misbehavior will not be tolerated and may result in reassigning a student to his/her “sender” school or other consequences deemed appropriate by the principal as proper behavior is expected on the school bus, in the classroom in the hallways, the cafeteria, any part of the Guilford College campus, or at any time or location where they represent ECG (e.g., competitions, field trips).

The Guilford College Handbook is available on-line: <https://www.guilford.edu/current-students>

The following policies are designed to add clarity to and ensure consistent enforcement of the code.

Discipline Procedure:

- Students are always expected to comply with the directives of ECG and Guilford College faculty and staff.
- Failure to exhibit proper behavior will result in disciplinary action.
 - Please see the Discipline Supplement on page 31 for additional consequences.
- Each incident will be reviewed on an individual basis.
- Consequences for inappropriate behavior in the classroom will be handled first by the classroom teacher and a parent/guardian contact will be made.
- In some cases, students may have to complete a **Student Documentation Form** to detail their point of view on an incident that occurred on campus.

Transition Between Classes

- To respect the learning environment and to accommodate the narrow hallway space:
 1. Students will quickly gather their belongings and exit the classroom at the end of class.
 2. Students will line up in a single file on one side of the hallway, outside the classroom door, keeping voices at low tones.
 3. Students will not enter the classroom until all previous students have exited, or the teacher has given permission to enter.

Bus Transportation

- Students are expected to present their GCS One Card as they enter the bus.
- Students will exhibit the same behavior required in the classroom while on the school bus.
- Students who wish to ride home with a student on a different bus must have a written note from their parent/guardian. The student will present the note to the Front Office for verifications including principal signature as the note also requires the signature of the principal before being presented to the bus driver.

Parking & Safe Driving on Campus

- Students must have Guilford College parking permits attached to their vehicles by registering their vehicle with the Guilford College Public Safety Office.
- The cost of parking on campus is determined by Guilford College.
- Students must bring their Quaker Card number, Driver's License and license plate number when registering.
- Once registered, students will receive a Guilford College parking sticker to place on their vehicle.
- Students and their parents/guardians are responsible for any parking fines received for parking inappropriately.
- Please carefully check parking signs and maps.

Guilford College Campus – Student Housing

- Students may **not** enter any Guilford College Student Housing Facilities, which include residence halls, apartments and student houses on Guilford College property.
- A student will be removed from ECG if they do so.

Respect for Property

- Keep the school building and grounds clean.
- Dispose of trash properly including cafeteria trays especially when eating outdoors at picnic tables, college patios, etc.
- Keep all areas free of vandalism and graffiti.
- Keep personal property safe. Leave valuables at home as the Early College at Guilford is not responsible for stolen items.

Computer Usage

- School computers are a valuable resource for students.
- Students must **access only appropriate content** and respect the privacy of others.
- The following computers are restricted from student use: teacher computers, administrative offices or any unoccupied classroom.
- Any student who tampers with or accesses school computers inappropriately will be subject to consequences.
- Inappropriate usage of social media (i.e. Facebook, Twitter, etc.) on school computers is strictly prohibited and may result in disciplinary actions.
- Students must also comply with the Guilford College's [Appropriate Use of Information and Technology Resources](#). Students may not share e-mail accounts or log-in passwords nor use another person's Guilford College account. They may not communicate obscene, threatening, or defamatory information.

Dress Code

- A student will maintain personal attire and grooming standards that promote safety, health and acceptable standards of social conduct that are not disruptive to the educational environment.
- Offensive logos or symbols that contain profanity, references to drugs, tobacco, alcohol, weapons, or gang paraphernalia will not be permitted.
- Students' undergarments must be covered.
- Student clothing is not to expose inappropriate areas of the body. This includes but is not limited to tops, shorts, and shirts. No see-through clothing will be allowed.
- Students who wear inappropriate clothing will be allowed to change or correct their attire that is in violation of the rule.

Electronic Devices Policy

- The administration, faculty, and staff of The Early College at Guilford acknowledge the value of electronic devices as tools in the learning process.
- Cell phones and laptops may **ONLY** be used when instructed by teachers for instructional purposes.
- ANY unauthorized use of a cell phone or other device during a test or exam, for any reason, is prohibited and may constitute an honor code violation.
- Students are not allowed to answer the phone, text, or check the phone at any point during class.
- If a cell phone is out when the teacher has not approved its usage, consequences will be as follows:
 - **1st offense:** Warning
 - **2nd offense:** Phone confiscated until end of period
 - **3rd offense:** Phone confiscated until end of period and parent/guardian contact
 - **4th offense:** Phone confiscated the remainder of the day
 - **5th offense:** Phone confiscated until parent/guardian picks it up (from then on, student must turn in cell phone at the beginning of class and get it back at end of class)
- Parents/guardians or family members must contact the main office and/or a designated school official to contact a student during instructional time.
- **The Early College at Guilford is NOT responsible for the items that are lost, damaged, and/or stolen.**

Drug and Alcohol Use

- GCS, The Early College at Guilford staff, PTSA and Student Council support a drug-free school environment.
- We can use the maximum disciplinary actions allowed in the GCS Code of Conduct for the use, possession, or distribution of drugs, tobacco, vaping/juuls, and/or alcohol.

Student Fees

- Students are required to pay for lost books, Guilford College library (yearly) fees, and restitution.
- Students who have not paid their fees may not be able to participate in extracurricular activities.
- Juniors and Seniors will not be able to register for classes if they have any outstanding fees.

Visitors to Campus

- Parents, guardians, and members of our extended community are welcome on the ECG campus.
- All VISITORS including parents/guardians must report to the ECG Administrative Office (The George White House) to receive a **visitor's badge** when they arrive on campus.
- The visitor's badge must always be visible.
- Students are not allowed to have visitors at school at any time **without administrative approval**.
- If a visitor is on campus without approval, the individual will be escorted off campus.

Closed Campus – 9th and 10th Graders

- Once 9th and 10th graders arrive at ECG in the morning, they may not leave the Guilford College campus without permission or drive their vehicles.
- Ninth and tenth graders may only visit authorized areas on the Guilford College campus – Hege Library, Founders Dining Hall, the Grill, and Rachel's Rose Cottage, gym facilities or the ECG classrooms and the Fraiser building.
- Upon arrival at school (bus or car rider), students are to remain on campus until official dismissal.
- Students are **not allowed to leave campus without being checked out through the ECG Administrative Office** (The George White House).
- Students are **not allowed to loiter in the parking lot or in other areas in or surrounding the school** trailers before, during, or after school.

School Disruptions

- School disruptions defined as drawing a crowd and requiring staff or administrative response may result in a minimum of 3 days of OSS, a maximum of 10 days of OSS, and/or removal from the school.
- Students may not fight or threaten peers.
- Non-participant who runs to view, videos/records, and/or takes picture of the disruption may result in a minimum 3 days of OSS. Phones are subject to confiscation.

Honor Code Violation: Plagiarism

- Plagiarism is representing the work of others as your own work. For examples, see <http://gervaseprograms.georgetown.edu/honor/system/53501.html>
- **1st offense:** Unless egregious, first offenses will be handled between the student and teacher.
 - The assignment receives a grade of zero.
 - Parent/guardian will be contacted by the teacher.
 - The student may be dismissed from any honor societies in which he/she is currently a member and may not apply to an honor society for 12 months pending the result of the staff's investigation.
 - The student may lose eligibility to run for and may be removed from current club executive board positions for three semesters.
 - The student will be ineligible for club board positions for three semesters.
 - Administration is informed.
- **2nd and subsequent offenses:** Administrative resolution, including but not limited to parent/guardian conferences, assigning of service hours, disciplinary actions, or other administrative responses. Please see the Discipline Supplement on page 31 for additional consequences.
- Violations of the honor code are cumulative. They do not reset at the beginning of each school year.

Anti-bullying, Harassment and Discrimination Policies & Resources

- Guilford College “seeks to celebrate diversity by strengthening the sense of community and promoting substantive equality. It strives for a diverse College and an atmosphere of acceptance, understanding and respect for all members of the community.”
- The Guilford County Board of Education, The Early College at Guilford and Guilford College acknowledge the dignity and worth of all students and employees and strive to create a safe, positive and caring environment to facilitate learning and achievement.
- It is the policy of the Guilford County Board of Education, The Early College at Guilford and Guilford College to maintain a learning environment that is free from harassment, bullying, and discrimination.
- Any action which is insulting, abusive, harassing, profane, obscene, bullying, intimidating or seriously disrespectful and which disrupts the learning process for any student, or which demeans another person based on his/her race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, or disability is specifically prohibited.
- If a student feels that he/she has been harassed in any way, please notify an ECG faculty or staff member, the college liaison or Guilford College Dean of Students if it involves a Guilford College student or faculty.
- Parents/guardians and students can access anti-bullying policies and resources by clicking on the “Bullying Information” link at the Counseling tab of our school website. If you have any questions, please contact the principal at (336) 316-2860.

Criminal Violations

- There are circumstances that occur that **go beyond reasonable misconduct**. Those breaches of acceptable behavior are serious enough to be considered criminal actions. The following infractions will be automatically referred to the Guilford College Public Safety Office and the Greensboro Police Department:
 1. Verbal or physical assault on a school employee
 2. Possession of weapons and firearms
 3. Communication of a threat toward a student or school employee
 4. Any threat of violence to harm others
 5. Violent physical assault upon a student
 6. Distribution, possession, delivery, sale or use of a prohibited substance
 7. Inappropriate physical contact (Sexual Battery-GC13-27)
- Students are subject to all North Carolina general statutes and local ordinances

Discipline Supplement

All students are expected to maintain their academic standing and take an active role in service and leadership to The Early College at Guilford, Guilford College, and the ECG community. ECG students understand their role as a classroom and school leader, as a collaborative partner with peers, ECG staff, Guilford College staff, and PTSA, and they serve as a positive advocate for themselves and our school community.

This includes but is not limited to:

- Meeting all GCS, ECG, and Guilford College Student Handbook protocols
- **Understands and upholds the responsibility of both the ECG and Guilford College Honor Code as the honor code represents the underlying principle of student life. It requires that students accept honesty and integrity as both individual and collective values.**
- Meeting classroom (high school and college) instruction expectations
 - For example, attending office hours, syllabus expectations, two-way communication with instructors and both ECG and Guilford College staff including responding to email within 48 hours, etc.
- Meeting all crisis response expectations
- 9th & 10th graders fulfilling club participation requirements
 - Joining and participating in 1-service club and 1-competition club
- The Attendance Team, staff, and administrative staff will track 9th & 10th grade students' attendance patterns
 - For example, if a pattern is recognized of student missing classes on the days of major assessments, 2 or more, the faculty, ECG Attendance Team and administrative staff will contact the parent/guardian
- 11th & 12th grade – Required attendance at all Seminar and Counselor Connections events
- Attendance at school programming scheduled events
 - Examples: ECG Speaker Series events, field trips, etc.
- If you are a member of a club board, fulfilling officer bylaw requirements
- Complying with Guilford College course attendance policies
- Following Guilford College scheduling guidelines as directed by the Guilford College Liaison
- Maintaining a full college course load each semester – direct questions to college liaison
- Meeting professors during office hours when grades fall below a B or as requested by the professor, liaison, or ECG administration
- Responding to communications from the Guilford College liaison and Guilford College professors within 24 hours

Any student who falls below the standards of scholarship, leadership, character, or service set at The Early College at Guilford understands that they may lose privileges they have on campus including but not limited to:

- not being permitted to attend schoolwide events including school dances and Prom,
- losing the eligibility to run for club offices,
- dismissal from club board positions,
- losing the opportunity to run for club executive board positions
- removal from Guilford College classes and transferred to North Carolina Virtual Public School classes, and early graduation which means you will not be permitted to complete the Spring Semester at Guilford College
- removal from The Early College at Guilford

STUDENT ACTIVITIES AND GENERAL INFORMATION

Student Clubs and Organizations

- The school's co-curricular activities offer opportunities for leadership, cooperation, and service to the community.
- One of the unique aspects of the Early College at Guilford is the fact that our extracurricular clubs are student-led. It is critical to state that due to school size (student body and staff) limitations, it is difficult to have an infinite number of clubs on campus. Thus, club standing is reviewed each year by the staff and principal.
- The expectation is that every freshman and sophomore student will participate in one competition and one service-learning club.
- Freshmen will declare their clubs on or before October 1.
- Only juniors and seniors may apply to start a new club at ECG.
- To start a club at ECG, students will be required to start the process by completing the New Club Proposal Form.
- All clubs require an advisor and the approval of the principal.
- Clubs may not meet without an advisor present for the duration of the meeting.
- Please refer to the Club Handbook for additional Club procedures and protocols located on the ECG website.

GCS Service-Learning Award and Diploma

- In accordance with Guilford County Schools' Strategic Plan and the mission of The Early College at Guilford, students will have opportunities to build strong character by engaging in community service at the local, state, national, and international levels.
- Each student is encouraged to follow his or her own interests and passions to make service learning a meaningful, transformative endeavor.
- *All* ECG students, upon graduation, **are required** to earn one of the following awards from Guilford County Schools for approved community service:
 1. Service-Learning Diploma – 200 hours
 2. Service-Learning Exemplary Award – 100 hours
- All service hours completed during the summer and throughout the academic year will count towards the GCS Service-Learning Award and/or Diploma if logged, verified, and approved.
- Students may begin documenting hours beginning the first day of summer after the completion of their 8th grade year and may continue their work during the following years.
- Every two months, x2vol will be reviewed and opportunities may be denied. For example:
 - October 25: S-L x2vol: Deadline to have August and September opportunities entered and verified
- Teacher Assistants: The following limits on TA hours align our practices with ECG and GCS service-learning goals. Students are welcome to continue working as a TA after reaching the maximum allowable reported hours. Students will not record the hours after reaching the maximum.
 - Students who are TAs in a core subject area (all but PE) may earn up to **50 hours total over two years**.
 - Students who are TAs in PE may earn up to **30 hours total over two years**
 - Upperclassmen who serve as Guilford College TAs must have their professor reach out to the College Liaison to confirm the completed hours as the liaison serves as the verifier in x2vol.
- The suggested schedule for earning a minimum of 100 hours per year is for each student to earn at least 25 hours per year.

Sports at Sender Schools

- The North Carolina High School Athletic Association allows ECG students to participate in activities at their “sender” schools. GCS does not provide transportation for magnet school students to participate in athletics.

School Dance Policies and Procedures

- Current students of The Early College at Guilford (ECG) are encouraged to attend school-sponsored dances.
- ECG students may bring guests if approved by the principal.
 - A guest approval form will be provided for each dance and must be completed prior to the dance.
 - The turn in date for each dance will be provided on each form.
 - Be reminded to inquire if there is a limit to the number of guests an ECG student may bring for the dances.
- The policies, rules, and regulations of the Guilford County Schools and The Early College at Guilford are applicable at school-sponsored dances.
- If a dance is school-sponsored and located on the Guilford College campus, students who remain on campus between the end of school and the start of the dance are unsupervised---adult supervision is not provided.
 - A suggestion would be for students to access Founders Hall lobby if they need a location prior to a dance.
- **The school-sponsored dance location is the only area supervised by staff and volunteer chaperones.**
- Students and guests should remain at the dance location; those students who leave the dance location may not return to the school-sponsored dance and risk losing the privilege of attending the next school dance.
- No one above the age of 21 will be permitted.

Fundraising

- No fundraising projects can be initiated without a formal in-person meeting with the ECG Treasurer and club sponsor following GCS and ECG protocols and final approval from the principal.
- All fundraising projects at school or school events must be approved in advance by the ECG Treasurer and administration.
- Any student who accepts products for a fundraiser will be responsible for the items.
- Items are not to be sold during instructional time.
- Theft and losses do not relieve the student of obligation.
- Students should not sell personal items or personal fundraising projects at school as non-school fundraisers are not permitted on campus.
- Club sponsors are ultimately responsible for the collection of funds, turn in funds, and completion of Collection Report(s) to the Treasurer.
- At the conclusion of the fundraiser, club sponsors must complete the Fundraising Project Summary of Activity Form, meet with to review and turn into the Treasurer.

Assemblies

- Meetings in Guilford College auditoriums and meeting spaces are extensions of classroom learning experiences and can also be effective in building a spirit of community.
- This is a time to show one another that we value each other’s interests and talents.
- All students must be actively involved in such programs to make this time educationally sound, or these activities will be discontinued.

Field Trips

- Participation in a field trip does not provide an excuse for turning in late work or not being prepared to make up a test or quiz.
- All students must communicate with professors and ECG teachers **before** attending an ECG field trip or competition (SLT approved form). Students will communicate with their professors or teachers **prior** to the field trip or competition to determine the expectation for turning in work and making up assignments or tests.
- Field trip forms will be provided by the club sponsor and club president to participants. Forms must be distributed **10 school days prior** to the trip and collected **5 school days prior** to the trip.

Drivers Education Classes

- Drivers Education classes are not organized, sponsored, or taught by The Early College.
- Students are not permitted to leave early to attend Drivers Education classes. If this poses an issue with the Driving School, please contact the administrator.
- ECG will contact the NC Driving School each year in the hopes to schedule Fall and Spring classes for ECG students.
- Students may independently apply to attend via the GCS website.

Driver Eligibility Certificate

- To take driver education, a student must be at least 14½ years old.
- After successful completion of the classroom and on-road portion of driver education, the driving school will issue a completion form.
- Before the student can get the driver's permit, a Driver Eligibility certificate must be completed.
- Procedure
 1. Parent/guardian should come to the EGC Administrative Office (The George White House) to obtain an eligibility certificate.
 2. Academic eligibility requires that the student pass a minimum of 75% of classes from the previous semester (5 out of 6). The Early College must verify this requirement.

The Early College Phoenix

- The *bird* symbolizes rebirth and renewal.
- The *book* symbolizes knowledge and wisdom.
- *Combined*, they represent one's educational quest and the continuous cycle of learning.

The Frank Science Library

- Students should not gather in the Frank Science Library to socialize. Students should not eat lunch, play games, watch movies, sing or play music in the Frank Science Library.

Use of Quaker Cards and Fees

- Students and their parents/guardians may use the Quaker Card to pay optional fees including money for meals in the cafeteria/grill, music lessons, copies, etc.
- A \$25.00 fee is charged to replace a lost or stolen Quaker Card.
- Students can add money to their Quaker Card to make purchases on campus by going online:
 1. Go to Guilford's home page
 2. Select "Current Students" (located at the top of the screen)
 3. Select "Quaker Card Reload" (under Utilities)
 4. Log into Guilford.Net
 5. Select "Quaker Card Online" and follow prompts
- ECG students must pay a **\$35.00 technology fee** each year.
- Payments may be made with a check at the Guilford College Registrar's Office or online through students' Touchnet account.

BREAKFAST & LUNCH

Options

- Breakfast and lunch options for students are to bring from home, breakfast and lunch provided free to ECG students by GCS, or buy food at one of Guilford College's facilities.
- Families should **email** the cafeteria manager, Carolyn Alston, at Western Guilford High School, alstonc4@gcsnc.com, with questions or concerns.
- Guilford College facilities include the Founders Dining Hall, the Grill, and Rachel's Rose Cottage.

Guilford County School Nutrition Services

- Please use the website to find the:
 - Special Diets requests
 - Menus – (you will have to click on Western High School when ordering)
 - Nutrition Education
 - Wellness Policy

Ordering

- Review the monthly menus on the GCS website. The a la cart menu will also be available.
- GCS School Nutrition continues to consider new menu options. Please continue to review the menu for "new" options periodically.

Lunch Areas

- 9th and 10th graders may eat lunch in classrooms, in the ECG picnic area, or at Founders Hall.
- 9th and 10th graders are not permitted to leave campus during lunch.
- 11th and 12th grade students may not visit other GCS schools during the day; except when such visits have been approved in advance by the ECG and home principal.

SAFETY AND SECURITY

Accidents at School/Emergency Parent/Guardian Contact

- Parents/guardians will be notified of an injury and are expected to pick up the students as soon as possible.
- Students will stay in the area of the incident until a staff member can respond. When possible, the student will be relocated to a safe location, an available classroom, or the Main Office to wait to be picked up.
- If any person other than the parent/guardian or emergency contact is picking up the student, the ECG Administrative Office (The George White House) must be contacted and approved prior to the student being signed out.

Emergency Drills

- Emergency (fire, tornado, shelter in place, and lock down) drills are held throughout the year.
- Emergency evacuation maps are posted in each classroom.
- Students must familiarize themselves with plans and adhere to the direction of school staff in response to possible situations.
- ECG will hold Safety Weeks during the Fall and Spring semesters to practice all emergency drills including MOCK Lockdowns.
- Additionally, mock drills may be held at any time throughout the school year.

Administration of Medication to Students

- Guilford County Schools is genuinely concerned with the health and welfare of your child.
- Because of this concern, the district has established rules and consistent procedures for the proper administration of prescribed medications during school hours.
- The GCS Student and Family Handbook contains vital information regarding the administration of medications to students (JGCD/JGCD-P). The policy should be read carefully.
<https://www.gcsnc.com/cms/lib/NC01910393/Centricity/Domain/116/StudentHandbook2022-23-V1%208.30.22.pdf>
- The **Authorization of Medication Form** may be obtained in the ECG Front Office and or from the School Nurse.
- Please address questions to the school nurse, school office, counselor or the principal.

Severe Weather Closings

- School closings are communicated through local TV stations, Connect Ed, and Guilford College email.
- Families may visit GCS and Guilford College websites for information (www.gcsnc.com and www.guilford.edu)
- For 11th and 12th graders: A weather closing for Guilford County Schools does not necessarily mean that Guilford College is closed.
- The Early College at Guilford students and staff will abide by the college's decisions on school closings.
- 11th and 12th grade students who cannot safely get to Guilford College when it remains open during severe weather should notify their professors via email. Parental/guardian discretion should be used.

Guilford Guard

- All ECG students are **required** to download the Guilford Guard app on their phones or other devices.
- This app is what Guilford College uses to communicate critical safety alerts and instant access to campus safety resources. Students are recommended to add the Guilford College Public Safety phone number into their phone contacts.
- It is available to download free of charge from app stores. Parents/guardians should help ensure their students have this app installed.

ACRONYMS FOR THE BEGINNER

One of the more frustrating aspects of working with school systems is learning the lingo of “acronym speech.” To aid you in this feat, below is a list of the most common terms, which you may use as a reference:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AG/AL	Academically Gifted/Advanced Learners
AP	Advanced Placement
BIP	Behavioral Intervention Plan
BOY	Beginning of Year
CRT	Criterion Referenced Test
DPI	Department of Public Instruction
EC	Exceptional Children
EQ	Essential Question
EOC	End of Course
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
EOY	End of Year
GCFE	Guilford County Final Exam
IEP	Individual Education Plan
IGP	Individual Growth Plan
ISS	In-School Suspension
IST	Intervention Support Team
LD	Learning Disabled
LEA	Local Educational Agency
MTAC	Media and Technology Advisory Committee
MTSS	Multi-Tiered Systems Support
NCASA	North Carolina Association for Scholastic Activities
NCHSAA	North Carolina High School Athletic Association
OHI	Other Health Impaired
OSS	Out of School Suspension
PA	Program Administrator
PEP	Personal Education Plan
PBL	Project Based Learning
PDP	Professional Development Plan
PTSA	Parent Teacher Student Association
Q1	Quarter 1
SACS	Southern Association of Colleges and Schools
SIP	School Improvement Plan
SIT	Suicide Intervention Training
S-L	Service Learning
SLT	School Leadership Team

ADVANCED PLACEMENT TESTING CALENDAR

Thursday, May 7 – 8:00 a.m.	AP World History: Modern
Thursday, May 7 – 12:00 p.m.	AP Statistics
Friday, May 8 – 8:00 a.m.	AP United States History
Friday, May 8 – 12:00 p.m.	AP Macroeconomics
Monday, May 11 – 8:00 a.m.	AP Calculus BC
Tuesday, May 12 – 8:00 a.m.	AP Pre-Calculus
Tuesday, May 12 – 12:00 p.m.	AP Psychology
Wednesday, May 13 – 8:00 a.m.	AP English Language and Composition
Friday, May 15 – 8:00 a.m.	AP Environmental Science

STUDENT AI INTEGRATION: 0 TO INFINITY

Student AI Usage Continuum for Empowered Learning

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI and have opportunities to learn WITH AI in increasingly interactive and complex ways.

0 – AI Free/AI Resistant

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

1 – AI Assisted

- AI is used for tasks as specified such as brainstorming, planning, feedback etc.
- No AI content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- Disclosure statement should be submitted with the final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

2 – AI Enhanced

- AI is used interactively throughout to enhance your knowledge, efficiency, & creativity.
- Students must provide human oversight and evaluation of all AI-generated content.
- Interactivity with AI and critical engagement with AI-generated content is required.
- Students are responsible for the accuracy and fairness of all AI-generated content.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

Infinity – AI Empowered

- The full integration of AI allows for the creation of things that were previously impossible, empowering students as critical thinkers, creatives, and problem solvers.
- Students must provide human oversight and evaluation of all AI-generated content.
- Students are responsible for the accuracy, fairness, & originality of all AI-generated content.
- All AI tools used and how they were used should be cited in a disclosure statement.

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#)

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