

Parent/Student Handbook 2026-2027



Person Early College for Innovation and Leadership Parent/Student Handbook

"You are capable of more than you know. Choose a goal that seems right for you and strive to be the best, however hard the path. Aim high. Behave honorably. Prepare to be alone at times, and to endure failure. Persist! The world needs all you can give."

E.O. Wilson

(One of America's distinguished scientists)

While this handbook presents rules, regulations, policies, and programs as accurately as possible at the time of printing, we reserve the right to revise any part without notice or obligation.

The Person County Public School System does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its programs or activities. If you have an inquiry regarding the nondiscrimination policies, please contact the following: Human Resources, Person County Public Schools, 304 South Morgan Street, Roxboro, North Carolina 27573. (336) 599-2191.





Welcome to PECIL!

Welcome to an innovative Early College High School where you will be challenged, engaged, and inspired to **Always Imagine More (AIM High!)**

At PECIL, we believe every student has the potential to achieve more than they ever imagined. Through a rigorous academic program, meaningful leadership experiences, character development, and personalized support, we prepare students to become confident learners, ethical leaders, and engaged citizens who are ready for college, careers, and life.

Our school is built upon six core values: **Respect, Responsibility, Pride, Scholarship, Integrity, and Perseverance**. These values are woven into every aspect of the student experience—from the classroom to service learning, leadership opportunities, college coursework, and daily interactions. We believe character is demonstrated through the choices we make, especially when doing the right thing is not the easiest thing.

We encourage every student to pursue academic excellence, strengthen their leadership skills, participate in clubs and organizations, engage in STEM opportunities, and serve others through meaningful community involvement. Learning extends beyond the classroom as students apply their knowledge to authentic experiences that develop critical thinking, collaboration, communication, and problem-solving skills.

Our faculty and staff are committed to creating a supportive environment where every student is known, challenged, and encouraged to reach their full potential. Through small learning communities, strong relationships, innovative instruction, and access to college coursework, we empower students to discover their passions and prepare for a successful future.

Our commitment is simple: **to ensure every student graduates prepared for success in college, career, and life.**

As you begin your journey at PECIL, we invite you to embrace every opportunity, challenge yourself to grow, and dream beyond what you think is possible.

AIM High! Always Imagine More!

What can you imagine?

Shirlrona Johnson
Founding Principal

INNOVATE • LEAD • ACHIEVE



THE EARLY COLLEGE EXPERIENCE

Character → Leadership → Scholarship →
Service → Innovation → College & Career
Success

At PECIL, we believe success begins with character. As students strengthen their character, they grow into confident leaders who use their talents to serve others. Through service and real-world experiences, students develop innovative thinking and problem-solving skills that prepare them for success in college, careers, and life. Every class, seminar, leadership opportunity, and service experience is intentionally designed to support this journey while providing them with a unique learning experience..



Our Motto : *"Aim High! Always imagine more."*

This is our core philosophy. It represents the mindset we instill in our students to look beyond the horizon, dream big, and never limit their potential.

Our Tagline : *"Innovate, Lead, Achieve."*

This is how we put our motto into practice every day. It outlines the specific skills—creative problem-solving, strong leadership, and academic excellence—that help our students reach those high aims.



The PECIL Journey is a *Unique* Experience

Character

Build a strong foundation by developing respect, pride, integrity, responsibility, perseverance and the habits of effective leaders.



Leadership

Learn to lead yourself first, then inspire and positively influence others through your actions.



Scholarship

Challenge yourself academically, think critically, and prepare for success in college and beyond!



Service

Apply your knowledge and leadership by serving your school and community while making a positive impact.



Innovation

Use creativity, collaboration, and problem-solving to develop solutions to real-world challenges.



Career, College and Life Success

Graduate prepared to thrive as a person of character, lifelong learner and a leader in your community.

Every class, seminar, leadership opportunity, and service experience is intentionally designed to support this journey while providing them with a unique learning experience.



The Virtual Academy At Person Early College

A Flexible Pathway. The same Maverick Experience!

The PECIL Virtual Academy provides students with a flexible pathway to experience the Person Early College for Innovation and Leadership program through a primarily virtual learning environment. While the format of instruction may differ from the traditional on-campus experience, the expectations, opportunities, and commitment to student success remain rooted in the PECIL mission.

Virtual students are PECIL students. They are Mavericks!

The Virtual Academy is designed to provide flexibility while maintaining high expectations for academic achievement, personal responsibility, character development, leadership, service, college readiness, and career preparation. Students enrolled in the Virtual Academy are expected to take ownership of their education, develop strong habits of learning, communicate effectively, and actively participate in the PECIL community.

Virtual learning requires students to demonstrate a high level of independence and responsibility. Students must manage their time, monitor assignments and grades, meet deadlines, communicate with teachers, seek assistance when needed, and remain actively engaged in their coursework.

Virtual does not mean disconnected.

PECIL is committed to ensuring that students in the Virtual Academy have meaningful opportunities to build relationships, participate in school traditions, develop leadership skills, engage in service learning, access academic and college resources, and experience the broader Maverick community.



THE VIRTUAL LEARNING EXPERIENCE

Virtual Academy students complete coursework through a combination of online instruction, teacher-directed learning, independent work, and other learning experiences established by their teachers and PECIL.

Ninth and Tenth grade students are fully virtual but still dual enrolled. Virtual students in the final two years have designated on-campus participation requirements established by PECIL.

Students are expected to:

- Attend and actively participate in required instructional sessions and learning activities.
- Complete assignments and assessments by established deadlines.
- Regularly monitor school-approved learning platforms, email, and other communication systems.
- Communicate with teachers when they have questions, concerns, or need additional assistance.
- Demonstrate academic integrity and follow all expectations outlined in the PECIL Honor Code and individual course requirements.
- Maintain an appropriate environment for learning when participating in virtual instruction.

Develop the organization, time-management, self-advocacy, and independent learning skills necessary for success in high school, college, and beyond.

Virtual students should not wait until they are significantly behind before seeking assistance. Asking questions, communicating concerns, and requesting support are important components of being a successful virtual learner.

Present. Participating. Progressing.

Successful virtual learning requires more than simply logging into a course. Students are expected to be:

Present – participating visually in required instructional experiences and maintaining regular engagement.



Participating – completing learning activities, communicating with teachers, and contributing appropriately to the learning environment.

Progressing – making consistent academic progress and demonstrating responsibility for meeting course expectations.

Students who demonstrate concerns related to attendance, participation, communication, assignment completion, or academic progress may be referred for additional support and intervention.

BEING A MAVERICK FROM ANYWHERE

The PECIL experience is built on relationships, leadership, service, character, and a strong sense of community. Virtual students are an important part of that community.

Virtual Academy students are encouraged and expected to participate in opportunities that strengthen their connection to PECIL, including:

- Seminar experiences such as PBI Global Service Learning, Internship
- Community Days
- Leadership opportunities
- Student organizations and clubs, when available
- Schoolwide activities and celebrations
- College and career readiness activities

Service-learning and community outreach

- Required school ceremonies and special events
- Other activities identified by PECIL as an essential component of the student experience

Participation in these experiences provides virtual students with opportunities to develop relationships with classmates and staff, practice leadership, serve others, and experience the culture that makes PECIL unique.

The school will communicate specific participation requirements and expectations for virtual students as needed.



REQUIRED ON-CAMPUS EXPERIENCES

Although Virtual Academy students complete much of their coursework remotely, some experiences are intentionally designed to occur in person.

These experiences are an important part of the PECIL educational model and may include:

- Student orientation and transition activities
- Community-building experiences
- Required academic or state testing
- PBI Global Showcase & Pinning Ceremony
- Decision Day & Scholarship and Awards
- College and career readiness activities
- Leadership and service-learning experiences
- Required advising or academic planning meetings
- Schoolwide ceremonies and designated PECIL events
- Other activities determined by PECIL to be essential to the student's educational experience

Community Days help bridge the sense of community for our virtual students. These are special days when virtual staff and students come to campus for team building, special events and activities designed to build rapport and ease students into the upcoming transition to being fully on site. These are required days and students not in attendance must submit an excuse as they would for any other part of a school day for which they are absent. Because they are a part of our community they are still expected to purchase school **leadership attire** since these are worn on field trips and during special events.

Virtual students are also required to take all EOC (End of Course) Check Ins and EOC state mandated exams on our campus. This is the same requirement for students that take the PreACT, ACT and Workkeys exams.

Students and families will receive advance communication regarding required on-campus activities whenever possible.



Upperclassman On-Campus Connection

As students progress through the PECIL program and assume greater responsibility for college coursework, leadership, and preparation for life after high school, their connection to the PECIL and Piedmont Community College campuses becomes increasingly important.

Students in the upper years (11th, 12th, 13th) of the Virtual Academy **are required** to participate in designated on-campus learning experiences, activities, meetings, and be on site for classes along with any other requirements established by PECIL. These expectations are intended to ensure that students have meaningful opportunities to access campus resources, build relationships, participate in the PECIL community, and successfully transition into college and career settings.

VIRTUAL STUDENT ATTENDANCE AND ENGAGEMENT

Attendance remains an important component of student success regardless of the student's learning pathway.

Virtual students are expected to follow all applicable Person County Schools and PECIL attendance requirements as well as any additional attendance expectations established for their individual courses.

For virtual courses, attendance and engagement may be demonstrated through participation in required live instruction, completion of assigned learning activities, timely submission of coursework, communication with teachers, and other measures established by the school or course instructor.

Students who are unable to participate in required learning experiences should follow the established absence and communication procedures.

Failure to maintain regular attendance and meaningful academic engagement may result in parent/guardian communication, academic intervention, an individualized support plan, or other action consistent with school and district expectations.

Students enrolled in Piedmont Community College courses must also follow all PCC attendance and course requirements. PCC attendance requirements are separate from, and in addition to, PECIL/Person County Schools attendance expectations.

COMMUNICATION AND SELF-ADVOCACY

One of the goals of the PECIL experience is to prepare students to become independent learners and successful college students.



Virtual students are therefore expected to take an active role in communicating with teachers, school staff, and college personnel.

Students should:

- Check school-approved communication systems regularly. (PCC and PCS Emails)
- Read and respond to important school and teacher communications.
- Communicate directly with teachers regarding questions about assignments or coursework.
- Notify appropriate staff when circumstances are interfering with their academic progress.
- Schedule and attend required meetings, conferences, and advising appointments.
- Ask for assistance before a concern becomes an academic crisis.
- Practice respectful and professional communication.

Parents and guardians are important partners in the educational process. However, as students progress through the PECIL program, students are expected to increasingly take responsibility for communicating about their education and advocating for their needs.

This expectation supports PECIL's commitment to preparing students for the independence required in college, careers, and adult life.

TECHNOLOGY AND THE VIRTUAL LEARNING ENVIRONMENT

Technology is an essential component of the Virtual Academy. Students are responsible for using school-issued devices, online platforms, communication systems, and other technology appropriately and responsibly.

Students are expected to:

- Maintain access to the technology necessary to participate in their courses.
- Protect their school-issued device and account information. They are required to use a Person County Schools' device.
- Use school technology and online resources for appropriate educational purposes.
- Follow all school, district, and course-specific technology expectations.
- Maintain an appropriate and respectful virtual learning environment.



- Report significant technology problems to the appropriate school personnel as soon as possible.

Technology difficulties should be communicated promptly. Students are responsible for following teacher or school directions regarding missed work or interrupted learning when technology problems occur.

All PECIL technology expectations, including those related to acceptable use, digital citizenship, academic integrity, and the use of artificial intelligence, apply to Virtual Academy students.

ACADEMIC SUPPORT AND STUDENT SUCCESS

Being a virtual student does not mean learning independently without support.

Virtual Academy students have access to the academic, counseling, college, and student support services available through PECIL and Piedmont Community College, as appropriate.

Support may include:

- Teacher assistance and office hours
- Academic Support
- Intervention opportunities
- Peer tutoring
- Counseling services
- College Liaison support
- PCC Academic Success and Transition Center resources
- College and career advising
- Other interventions and support services based on individual student needs

Students are expected to take advantage of available resources and to communicate when they need help.

PECIL will monitor student progress and may provide additional interventions when concerns arise related to academic performance, attendance, engagement, or progress toward graduation.



The goal of intervention is to help students regain academic momentum, develop effective habits, and successfully continue their PECIL pathway.

VIRTUAL STUDENTS AND PIEDMONT COMMUNITY COLLEGE

Virtual Academy students who participate in Piedmont Community College coursework are subject to the same expectations as other PECIL students enrolled in college courses.

Students must:

- Follow the syllabus and requirements established by the PCC instructor.
- Meet PCC attendance and participation requirements.
- Complete college assignments and assessments.
- Communicate directly with college instructors regarding college course questions or concerns.
- Seek assistance early when challenges arise.
- Maintain appropriate academic performance.

Because college coursework contributes to both the student's high school and college records, students are expected to approach college courses with the level of responsibility and professionalism expected of a college student.

Students and families should review the **Piedmont Community College Coursework Expectations** section of this handbook for additional information.

PARENT/GUARDIAN PARTNERSHIP

Parents and guardians play an important role in supporting a successful virtual learning experience.

Families are encouraged to:

- Establish a consistent learning environment and routine.
- Support regular attendance and engagement.
- Encourage students to monitor assignments, grades, and deadlines.
- Encourage students to communicate directly with teachers.



- Monitor overall academic progress.
- Communicate with the school when significant concerns arise.
- Support participation in required on-campus experiences and PECIL activities.

The goal is not for parents to complete or manage the student's education for them. The goal is to provide the support and encouragement necessary for students to develop independence, responsibility, and self-advocacy.

As students progress through PECIL, they should increasingly take ownership of their academic decisions, communication, and progress.

THE MAVERICK PROMISE

Whether learning in a classroom on the Piedmont Community College campus or connecting virtually from home, every PECIL student is part of the Maverick community.

The Virtual Academy provides flexibility in **how** students learn without lowering expectations for **what** students learn, how they conduct themselves, or who they are becoming.

Our expectation is that every virtual student will:

Lead Yourself.

Take ownership of your learning, choices, goals, and growth.

Lead Others.

Build positive relationships, communicate respectfully, and contribute to the PECIL community.

Lead Through Service.

Use your talents and experiences to make a positive difference.

Lead for the Future.

Prepare intentionally for college, career, and life beyond PECIL.

Virtual or on campus, you are a Maverick.

Students are expected to be: ***respectful, responsible, prepared, and engaged.***



OUR FOUNDATION

OUR BELIEFS

At PECIL, we believe education is about more than earning credits. It is about developing the character, leadership, knowledge, and skills to make a positive difference in the lives of others.

We believe every student has the potential to succeed when provided with meaningful opportunities, high expectations, and a supportive learning environment.

We believe leadership begins with character and grows through scholarship, service, innovation, and a commitment to lifelong learning.

We believe students are partners in building a positive school culture, and every Maverick has a voice in shaping our school community.

VISION STATEMENT:

The vision for Person Early College for Innovation and Leadership is that our students will graduate as innovative career and college ready productive citizens.

MISSION STATEMENT:

Person Early College strives to provide a supportive and collaborative learning environment with a focus on STEM, Leadership and Character, so that students may graduate as service-oriented leaders, prepared to enter college or careers and compete globally.

CORE VALUES: Keys to Success

Respect, Responsibility, Pride, Scholarship, Integrity and Perseverance.

[Person Early College Website](#)

[Person Early College Facebook](#)



SCHOOL COLORS: Emerald Green, White, and Navy Blue.



COMMITMENTS

Person Early College Team Commitment to Students and Families

- We will make decisions that align with our vision of what we want for our school and our students
- We will participate in Professional Development so that we can continue to hone our craft.
- We will always maintain high expectations of our students.
- We will always protect the safety, interests, feelings and rights of all individuals in the classroom.
- We will promote our school's core values (keys to success) in all aspects of student learning.
- We will work as a team, to meet the academic, behavioral, and social needs of all students.
- We will be available for office hours during the week. Office hours will be from 3:00 - 4:00 pm on the designated day of the week for our subject area. Additional office hours can be arranged.
- We will communicate effectively with all stakeholders.
- We will facilitate opportunities for parents and community members to be active in our school and for our students to actively serve in our community.

Student Commitment

We expect you to adhere to the Maverick Creed which includes our school's core values which we refer to as our Keys to Success. This is also detailed in our [Culture Matrix](#) of student expectations.

As a Maverick, I will...

- Demonstrate respect in my words and actions.
- Accept responsibility for my choices.
- Pursue scholarship through effort and perseverance.
- Lead with integrity.
- Serve others with compassion
- Represent PECIL with pride.
- Always Imagine More!

THE MAVERICK CREED

I will be positive.
I will be engaged.
I will show Respect,
Responsibility, Pride,
Scholarship and Integrity.
I will participate
I will always remember that
my actions dictate my
consequences.



The Maverick Legacy

Founded in 2016, Person Early College for Innovation and Leadership (PECIL) was established through a partnership between Person County Schools and Piedmont Community College to provide students with an innovative Early College experience centered on **Character & Leadership, Service Learning, and STEM**.

From the very beginning, PECIL was built on collaboration. The founding principal, founding staff, and inaugural class of students worked together to create the culture that continues to define our school today. Together, they identified the initial core values that would guide every Maverick: **Respect, Responsibility, Pride, Scholarship, and Integrity**. (Core value Perseverance was added years later by the class of 2023). These values remain the foundation of our school and reflect our belief that students are partners in building a positive school community.

The students and families who chose to enroll in PECIL's first year embraced a unique opportunity. They took a chance on a school that had no established traditions, no alumni, and no history—only a shared vision for what it could become. They were pioneers, willing to step away from the traditional high school experience and embrace a different path focused on character, leadership, service, innovation, and college opportunity. Their courage and willingness to forge a new path inspired the school's mascot—the **Maverick**.

Today, being a Maverick means having the courage to think differently, embrace new challenges, lead with integrity, and create opportunities where none existed before. Every student who joins PECIL becomes part of that legacy.

PECIL was founded by Shirirona Johnson, Founding Principal, with the support of a dedicated founding team whose vision, innovation, and commitment helped establish the strong culture and traditions that continue to guide the school today.

Founding Team

- Shirirona Johnson, Founding Principal
- Walter Montgomery, Liaison
- Dawn Meyers, School Counselor
- Shanita Graves, Office Manager
- Helen Micki Powell
- Andrea Childers
- Steve Dunevant
- David Hardt
- Matthew West
- Diego Ortiz

Motto:

AIM High! Always Imagine More!

Innovate. Lead. Achieve

Every Maverick has the opportunity—and the responsibility—to contribute to our legacy through character, leadership, scholarship, service, and innovation while continuing to **AIM High! Always Imagine More!**



THE PECIL STUDENT

What Every Maverick Should Know

Daily Expectations

- *Be Respectful*
- *Be Responsible*
- *Be Prepared*
- *Be Engaged*
- *Represent PECIL with Pride*

Early College Success Tips

- *Attend class every day.*
- *Check email daily.*
- *Communicate with teachers and professors.*
- *Complete assignments on time.*
- *Ask for help early.*
- *Balance high school and college responsibilities.*
- *Demonstrate academic integrity.*



College Campus Expectations

- *Respect PCC facilities.*
- *Follow both PECIL and PCC expectations.*
- *Be courteous to students, faculty, and staff.*
- *Represent PECIL professionally.*

What It Means to Be a Maverick

Being a Maverick means choosing a path that challenges you to think differently, lead with integrity, serve others, and pursue excellence. Like the founding students who helped build our school, today's Mavericks embrace new opportunities, overcome obstacles, and strive to make a positive impact on their school, community, and the world.



THE PECIL TEAM

PECIL Instructional and Classroom Support Staff		
Name	Course/Subject Area	Email Address
Beneita Dennis	Mathematics Social Studies PBI Global Lead	dennisb@person.k12.nc.us
Hogan Carringer	English National Honor Society	carringerh@person.k12.nc.us
James Ruiz	World Language:Spanish Latinos Culture Club Character/Leadership	ruizj@person.k12.nc.us
Alexis Paugh	Science	paugha@person.k12.nc.us
Bristol Martin	Social Studies	martinb@person.k12.nc.us
Danielle Bumpass	Character/Leadership Journalism and Yearbook PEARLS Co Advisor	bumpassd@person.k12.nc.us
Paige Cox	Health and PE	coxp@person.k12.nc.us
PECIL Virtual Academy Instructors and Support Team		
Lindsay Wilkins	Student Support English 504 Coordinator	wilkinsl@person.k12.nc.us
Wil Meiners	Mathematics	meinersw@person.k12.nc.us
Rebecca Culbertson	Science	culbertsonr@person.k12.nc.us
Jennifer Antongiovanni	English	antongiovannij@person.k12.nc.us



Understanding the Early College Experience

Unlike a traditional high school, Person Early College for Innovation and Leadership operates on the campus of Piedmont Community College. As students progress through the program, they experience increasing levels of independence and responsibility while continuing to receive the support and supervision of PECIL staff.

PECIL students have access to many of the resources available to Piedmont Community College students, including campus dining facilities and student support services. Students are expected to use these resources responsibly while following both PECIL and PCC expectations. Many of our daily procedures reflect both high school expectations and the realities of a college campus. Our goal is to help students develop the organizational, leadership, and personal responsibility skills necessary for success in college, careers, and life.

The PECIL Experience

At PECIL, leadership is not simply taught—it is experienced. Every student develops the knowledge, character, and skills to become an innovative thinker, a servant leader, and a successful lifelong learner through authentic opportunities embedded throughout the Early College experience.

The PECIL Leadership Framework

PECIL believes leadership is developed through authentic experiences. Every student has opportunities to grow as a leader through four interconnected areas:

Lead Yourself

- Core Values
- 7 Habits
- BeCALM
- Goal Setting
- Seminar Courses
- Student-Led Conferences

Lead Others

- Student Ambassadors
- Peer Tutoring
- Clubs and Organizations



Lead Through Service

- PBI Global Service Learning
- Community Service
- Community Partnerships
- STEM Outreach : *STEAM-tastic Adventures*

Lead for the Future

- Internships
- Career Readiness
- College Success
- Capstone Experiences

Student Leadership Opportunities

PECIL believes that students are active partners in shaping our school community. Students are encouraged to develop leadership skills by serving in a variety of roles that promote student voice, service, and school improvement.

Leadership opportunities may include:

- Student Council
- National Honor Society
- Student Ambassadors
- Peer Tutors
- Club and Organization Officers
- Robotics Team Leadership
- Student-Led Conferences
- School events and programs
- Service Learning Leadership
- School Improvement Team (SIT) Representatives
- Recruitment events and Middle School Tours
- STEAM-tastic Adventures and other school outreach events

Students selected to serve on the **School Improvement Team (SIT)** represent the student body by providing input on school initiatives, reviewing school improvement goals, participating in discussions regarding school culture and climate, and collaborating with staff to strengthen the overall educational experience at PECIL. Student representatives play an important role in ensuring that student perspectives are considered in school decision-making.



ACADEMIC PROGRAMS

Class Schedule: Flex Fridays and Flex Periods

PECIL utilizes **Flex Fridays** and **Flex Periods** to provide additional opportunities for students to achieve academic success, strengthen their transition to the early college environment, and support their overall well-being.

Flex Fridays occur every Friday, while **Flex Periods** are scheduled at various times throughout the school year and may occur on any school day. These periods are intentionally designed to support student growth and success and are **not intended to be free time**. Students are expected to attend and actively participate in all scheduled Flex activities.

Flex opportunities may include:

- Academic intervention and support
- Peer tutoring
- Reassessment opportunities
- Completion of missing assignments
- Project collaboration and enrichment activities
- Advisory and Seminar experiences
- Club and organization meetings
- Social-emotional learning and wellness activities
- Schoolwide activities, guest speakers, and field trips

Field trips, guest speakers, and schoolwide learning experiences are considered an extension of classroom learning and are an important part of the PECIL experience. Participation is expected of all students unless otherwise communicated.

School Day and Student Schedules

Daily Monday - Thursday Schedule

1st Period 8:10-9:19 am
2nd Period 9:24-10:33 am
3rd Period - 10:38-12:17 pm*
4th Period 11:52 -1:26 pm*
5th Period 1:31 to 2:40 pm



*Length of period includes lunch block.

Class times vary by grade level and may not be indicated here, due to varying college class times.

Flex Friday Schedule

1st Period 8:10 -8:50 am

2nd Period 8:55-9:35 am

3rd Period 9:40 -10:20 am

4th Period 10:25 -11:05 am

5th Period 11:10 - 11:50 am

Lunch 11:50 -12:27 pm

Seminar

Maverick Time

Club/Intervention Block

Lunch Schedule

Because PECIL operates on the campus of Piedmont Community College, lunch schedules differ by grade level. Ninth and tenth grade students generally have a designated lunch period as part of their high school schedule.

As students begin taking more college courses, junior and senior schedules become individualized based on college course offerings. As a result, many upperclassmen do not have a designated lunch period. Instead, students are expected to use available time between classes to eat lunch. Students should review their schedules each semester and plan accordingly to ensure they have adequate time for meals.

This scheduling model reflects the expectations of a college environment and provides students with opportunities to develop independence, responsibility, and effective time-management skills.

Week of Welcome (WOW)

Flex Time is intentionally incorporated into the first week of school to support students as they transition into the early college environment. This week is known as our **Week of Welcome (WOW)**.

During WOW, students participate in activities designed to help them understand what it means to be a PECIL Maverick and successfully navigate a unique high school and college environment. Students will:

- Review PECIL's core values:
 - Respect
 - Responsibility



- Pride
- Scholarship
- Integrity
- Perseverance
- Learn how these values influence academic success, relationships, and decision-making
- Participate in team-building activities to develop connections with classmates and staff
- Review the Student Code of Conduct and school expectations
- Participate in the first Town Hall/Campfire Talk of the year
- Learn about or review the 7 Habits of Highly Effective Teens by Sean Covey
- Develop study skills, organization strategies, and note-taking techniques
- Learn how to access campus resources
- Become familiar with important locations including the Learning Commons, cafeteria, advising areas, tutoring resources, and other college facilities

The goal of WOW is to create a strong foundation for student success by helping students feel connected, prepared, and confident as they begin their early college journey.

ACADEMICS AND SCHOOL CULTURE

PECIL is committed to providing a rigorous, supportive learning environment where all students are challenged to achieve at high levels. Our honors-level curriculum prepares students for accelerated college coursework with a focus on STEM (Science, Technology, Engineering, and Mathematics).

As an Early College High School, we serve students from diverse backgrounds, including many first-generation college students and those seeking an accelerated pathway to college and career success. All core courses are honors-level to develop the reading, writing, critical-thinking, and problem-solving skills needed to succeed in dual enrollment and beyond.

Our high-rigor, high-support model combines challenging coursework with small class sizes, academic support, advisory, tutoring, and individualized teacher guidance to help every student thrive.

PECIL pairs high expectations with strong support through:

- Small class sizes
- Academic support periods
- Tutoring opportunities
- Advisory and Seminar experiences
- Teacher conferencing
- Individualized student support



Our high-rigor, high-support model helps students develop the confidence, independence, and academic habits needed to succeed in both high school and college.

Students may choose from a variety of academic pathway options. Through successful completion of both high school and college coursework, students have the opportunity to earn a high school diploma along with an associate degree or other college credential.

Students typically begin their Early College experience with a combination of honors-level high school courses and introductory college courses, such as College Transfer Success (ACA 122) and Introduction to Computers (CIS 110). These courses help students transition to college expectations while developing the skills needed for future academic success.

As students progress through their selected pathway, they continue to enroll in both high school and college courses, maximizing opportunities available through North Carolina's Career and College Promise (CCP) program and the North Carolina Comprehensive Articulation Agreement (CAA).

Family Partnership Expectations for Honors and Early College Success

Students enrolled in honors and college courses experience increased academic rigor and are developing the skills necessary for success in a college environment. Family partnership plays an important role in helping students build confidence, independence, and resilience as they navigate the Early College experience.

Parents and guardians are encouraged to:

- Understand the expectations and rigor associated with honors and college coursework.
- Prioritize attendance, recognizing that missed instructional time can significantly impact student success.
- Encourage timely completion of assignments and support organizational skills.
- Promote consistent study habits and a productive learning environment at home.
- Encourage student independence by supporting students in communicating with teachers, asking questions, and seeking assistance when needed.
- Monitor academic progress through PowerSchool, Canvas, and college course platforms.
- Support healthy routines, time management, and student well-being.

Together, PECIL and families help students develop confidence, resilience, independence, and the skills necessary for success in both high school and college environments.



STUDENT ACADEMIC SUPPORT PROGRAMS

Tutoring, Office Hours, and Academic Support

PECIL is committed to providing students with the support necessary to successfully meet the expectations of an early college program. Students are encouraged to seek assistance early and take ownership of their academic progress.

Students have access to multiple academic support opportunities, including:

- Teacher office hours
- Individualized teacher support
- Peer tutoring
- Academic Support periods
- Friday Intervention Blocks
- Lunch and Learns
- Piedmont Community College tutoring services

Teachers provide designated office hours each week from **3:00 p.m. – 4:00 p.m.** Students may use office hours to:

- Receive additional instruction
- Ask questions and clarify concepts
- Complete missing assignments
- Participate in reassessment opportunities when appropriate

Students earning a grade in the **high C to low B range** are encouraged to attend at least one tutoring session or teacher office hour each week to strengthen understanding and maintain academic success.

Students earning a **low C or below** may be required to participate in additional academic support. These students are expected to attend tutoring or receive academic assistance at least two times per week. Additional support may occur during Academic Support periods, Friday Intervention Blocks, Lunch and Learns, or other scheduled times.

The goal of academic support is not only to help students recover academically but also to develop the skills, habits, and confidence necessary for long-term success.



Piedmont Community College Academic Success and Transition Center

The Piedmont Community College (PCC) Academic Success and Transition Center provides additional resources to support students enrolled in college coursework.

Available services may include:

- Individual tutoring
- Group tutoring sessions
- Academic coaching
- Support with college-level assignments and expectations

Students are encouraged to utilize PCC resources as needed. Students and families may contact the PECIL College Liaison for additional information and assistance accessing these services.

PECIL Academic Support Periods

Academic Support periods are built into the PECIL schedule to provide students with dedicated time for academic assistance, personalized learning activities, assignment completion, and academic planning.

Students may use this time to:

- Meet with teachers
- Receive tutoring
- Complete assignments
- Participate in intervention activities
- Receive support in time management, organization and notetaking skills

Students are expected to use Academic Support time productively and purposefully.

Intervention/Club Block

PECIL provides a scheduled **Intervention/Club Block** on Fridays at the end of the school day. This time is designed to provide targeted support and enrichment opportunities based on student needs.

Intervention Block activities may include:

- Academic interventions
- Peer tutoring



- Student Learning Team meetings
- Mentoring opportunities
- Academic conferences
- Additional student support services
- Clubs/Organizations

Students may be assigned to Intervention Block based on academic progress, attendance, support needs, or teacher recommendations.

Seminar Courses

[Seminars](#) are a unique component of the PECIL Early College experience and provide students with opportunities to develop character, leadership, college readiness, career skills, and global awareness.

Each student participates in a Seminar course each term. Seminar experiences are intentionally designed to support students' academic growth, personal development, and leadership journey.

Examples include:

- Character Leadership Seminar
- Creative Writing: Global Perspectives
- Global Consciousness and Leadership
- Leadership Development
- ACT Preparation Seminar
- Community, Service & Scholarship
- Career and College Readiness Seminar
- Internship Seminar

Advisory Groups (Maverick Time)

Every PECIL student is assigned to an advisory group through their 13th year. Advisory, known as **Maverick Time**, is an essential component of the PECIL experience and supports students' academic, personal, social-emotional, and leadership development. Maverick Time provides a consistent opportunity for students to build relationships, reflect on their growth, and develop the skills necessary for success in high school, college, and beyond.

During Maverick Time, students participate in experiences that include:

- Reinforcing PECIL's core values:
 - Respect
 - Responsibility



- Pride
- Scholarship
- Integrity
- Perseverance
- Social-emotional learning lessons through **BeCALM**
- Character development and leadership activities
- Goal setting and progress monitoring
- Academic planning and college readiness activities
- Team-building experiences
- Reflection and personal growth activities
- Community-building activities that strengthen connections among students and staff

Maverick Time also supports PECIL's commitment to developing student ownership and leadership. Students participate in reflection activities, goal setting, and **student-led conferences** designed to help students communicate their academic progress, identify areas of growth, celebrate accomplishments, and take responsibility for their learning journey.

All students are expected to actively participate in Maverick Time activities. Through these experiences, students develop the confidence, self-awareness, and leadership skills needed to **Innovate, Lead, and Achieve**.

BeCALM

BeCALM is our Social Emotional Learning (SEL) program we use to help students build important life skills such as:

- Respect for themselves and others
- Responsibility
- Communication & Collaboration

These skills are taught using simple mindfulness practices—what we call “**Pressing Pause on Purpose and Tuning In with a Curious and Kind Attitude**.” The program includes 12–16 weekly lessons taught by trained school staff, with support and training provided by UNC Chapel Hill.

Independent Learning Lab

Independent Learning Lab (ILL) and Limited Independent Learning Lab (LILL) are privileges designed to support students who have demonstrated academic responsibility, strong attendance habits, and appropriate behavior.

Students must apply for and receive approval to participate in Independent Learning Lab opportunities. Approval decisions are based on multiple factors, including:

- Academic performance



- Attendance history
- Completion of required support activities
- Behavior and conduct
- Ability to manage independent time effectively

Independent Learning Lab time is intended to be used productively for:

- Meeting with instructors
- Completing assignments
- Participating in tutoring or study groups
- Preparing for assessments
- Completing approved community service requirements

Students participating in Independent Learning Lab are expected to demonstrate maturity, responsibility, and effective time-management skills.

PECIL reserves the right to modify or remove Independent Learning Lab privileges if concerns arise regarding academic progress, attendance, participation, or behavior. Students may be assigned to Academic Support periods or other structured support opportunities to ensure continued success.

Students should work with the PECIL administration team regarding community service expectations and documentation requirements.



COLLEGE COURSES AND PLACEMENT

College courses are an important component of the PECIL Early College experience. Students have the opportunity to earn college credit while completing high school graduation requirements.

Enrollment in college courses requires approval from the PECIL administration team, including the Principal, School Counselor, and College Liaison. College tuition, required fees, and approved course materials are provided at no cost to students through the Early College program.

Students must successfully complete college courses in order to earn dual credit (both high school and college credit). All PECIL students are expected to complete college coursework as part of their graduation pathway.

Students enrolled in college courses should:

- Review and understand the course syllabus provided by the PCC instructor.
- Follow all college attendance and assignment expectations.
- Communicate directly with college instructors regarding course questions or concerns.
- Seek assistance early when challenges arise.

Students should strive to earn a **C or higher** in all college courses. A grade of C or higher is generally required for transferability to many colleges and universities after graduation.

Students who successfully complete the required coursework and maintain the required GPA may earn an associate degree or college credential in addition to their high school diploma.

Academic Progress and Pathway Review

PECIL is committed to helping every student successfully complete the Early College pathway. Students who fail to maintain satisfactory academic progress, accumulate excessive course failures, or are no longer on track for graduation requirements may receive additional interventions.

Based on individual circumstances and after appropriate support has been provided, a student may:

- Be placed on an adjusted graduation pathway,
- Transition to a High School Diploma Track, or
- Be recommended for a return to their assigned base high school.



Any pathway decision will be made collaboratively with the student, family, PECIL staff, and appropriate school district representatives with the goal of supporting the student's long-term success.

PIEDMONT COMMUNITY COLLEGE COURSEWORK EXPECTATIONS

COLLEGE LIAISON

The College Liaison provides student support with college classes. The person in this role communicates with the college instructors concerning PECIL students. The Liaison meets with students regularly to discuss their progress towards earning an associate's degree within the student's selected pathways of interest, within the four or five-year period. The Liaison and School Counselor work closely together to assist students with career and college decisions. They also work together to schedule students in the courses that they need to complete their pathway and high school requirements for a diploma.

PCC ATTENDANCE EXPECTATIONS

Regular attendance at all class meetings is necessary for students to achieve educational success. In order to promote student success, the following class attendance policy is established:

A student is expected to be regular and punctual in meeting all classes. To receive credit for a course, the student must attend class prior to the Census Point and attend a minimum of 80 percent of classes, labs and shop hours. Absences are counted from the first scheduled meeting of the class, not the first day the student attends. All work missed during absences must be made up to the satisfaction of the instructor. Failure to complete required assignments will negatively affect the student's final grade. Failure to attend class is an absence, regardless of the reason.

A student who exceeds the 20 percent limit of absences may be withdrawn by the instructor through the 70% point of the semester. If a student exceeds the 20% limit after the 70% point, the instructor will assign the student an "F" grade.

Because PECIL students participate in both high school and college coursework, regular attendance is essential. College instructors are not required to reteach missed material, and excessive absences may jeopardize both high school and college success.

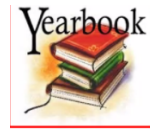


PCC/PECIL COURSE WITHDRAWAL POLICY

It is a privilege that Person Early College students have the opportunity to take classes for college credit at Piedmont Community College at no cost to the student. Students are only allowed one (1) PCC course withdrawal during their academic career at Person Early College. In an effort to ensure that students take the opportunity seriously the following policy has been put in place:

- If a student drops from a PCC course on or before the PCC course census date; the student will be required to select another course at PCC to replace the dropped course. The student will not be allowed to replace the course with an academic support class.
- Graduating students may not withdraw from any courses they are enrolled in.
- If a student withdraws or is withdrawn by a PCC instructor from a PCC course after the PCC course census date; *the student will forfeit their independent lab status. In addition, the student will be placed in academic support at PECIL for the duration of that semester.* The student will receive a “W” on their PCC transcript and a “WF” on their high school transcript. The “WF” will negatively impact the students’ Person Early College GPA.
- After your one withdrawal you may not withdraw from another class. You must remain and attend the course, still putting forth your best effort. You may retake the course if you are not satisfied with the grade, in accordance with PCC policy.
- Criteria for withdrawing from a course is as follows:
 - No missing assignments
 - Instructors must be able to verify you have attended their office hours for assistance more than three times.
 - PCC Tutoring must be able to verify you have regularly attended tutoring sessions and you have worked with a PECIL Peer Tutor at some point during the course.In other words you must have utilized all resources available to you-for your success.





Student Voice, Leadership and Service

PECIL believes students should be active partners in shaping their school community. Students are provided meaningful opportunities to share their ideas, influence decisions, and develop leadership skills through participation in Student Council, the School Improvement Team, student-led discussions and Campfire Talks, surveys and polls, student leadership roles, and school planning initiatives. Students also contribute through recruitment events, service-learning projects, and other leadership opportunities that strengthen the school community.

As Early College students, Mavericks also have opportunities to participate in Piedmont Community College's shared governance process through the Student Government Association (SGA) and service on College Institutional Standing Committees, allowing them to represent the student voice at both the high school and college levels.



STUDENT LEADERSHIP AND ORGANIZATION EXPECTATIONS

Students are welcome to participate in any PECIL club, organization or team. *All of our clubs promote our school's core values of Respect, Responsibility, Pride, Scholarship and Integrity. Our Robotics team also adds the expectation of Gracious Professionalism.* It is the expectation that students adhere to those values when representing our school. Failure to represent those values may result in the student no longer being able to participate in that club or organization. Each club/organization has its own by-laws, rules and/or expectations in addition to the school's overarching guidelines. Students that violate those expectations also risk no longer being able to participate.

PCC also has wonderful club and organization opportunities for students. It is preferred that our students wait until their 11th grade, junior year to participate in order to fully acclimate to the rigors and expectations of a dual enrolled program. By the Junior year, students are more mature, fully immersed in PECIL expectations, and have more experience managing a challenging workload. Participation in PECIL clubs, organizations, and teams provides students with opportunities to develop leadership skills, build relationships, serve others, and contribute to the PECIL community.

Clubs, organizations and teams

- PEARLS
- Maverick Men's Group
- Fiber Arts Club
- Latino Culture Club
- Science/Horticulture Club
- Chess Club
- FIRST NC ® /SkillsUSA Competitive Robotics Team
- Student Council
- National Honor Society
- Sources of Strength
- Prom and Events Committee
- PEER Tutor

Click [here](#) to view Clubs and Organizations at Piedmont Community College.

Leadership Attire

As PECIL students represent our school in the community, on the Piedmont Community College campus, and during special events, students are expected to demonstrate professionalism and pride.

Students are required to wear designated PECIL leadership attire when participating in activities such as:



- Competitions
- Field trips
- Site visits
- Community events
- School representation activities
- Other designated leadership opportunities

Leadership attire typically consists of navy pants and the designated PECIL leadership shirt. Shirts may be purchased through the school at a reasonable cost.

Leadership attire represents the pride and professionalism expected of PECIL Mavericks. Students who do not meet the attire expectations for a designated event may be unable to participate and may remain on campus to complete assigned academic work under the supervision of PECIL staff.

Community Impact and Civic Leadership

Community Impact and Civic Leadership are integral components of the Person Early College for Innovation and Leadership (PECIL) experience. Through meaningful service and authentic community partnerships, students develop the knowledge, skills, and dispositions necessary to become engaged citizens, ethical leaders, and positive contributors to their communities.

At PECIL, we believe that leadership is demonstrated through service. Students are encouraged to identify community needs, develop innovative solutions, collaborate with diverse stakeholders, and reflect on the impact of their efforts. This is especially seen in our Project Based Inquiry Global Service Learning actions. These experiences foster civic responsibility while strengthening communication, collaboration, critical thinking, and problem-solving skills that prepare students for college, careers, and life.

Students may participate in community impact experiences at the local, regional, state, national, and global levels through partnerships with nonprofit organizations, schools, businesses, government agencies, civic organizations, and community groups.

Through these experiences, students will:

- Identify and analyze community needs.
- Demonstrate servant leadership through meaningful service.
- Collaborate with peers, educators, and community partners.
- Design and implement solutions that create a positive impact.
- Apply academic knowledge and career-ready skills to authentic experiences.
- Reflect on personal growth, leadership development, and the outcomes of their service.

Community service hours provide students with structured opportunities to apply the leadership, character, and civic engagement principles that are foundational to the PECIL experience. As part of



PECIL's commitment to developing civic-minded leaders, students are expected to complete **30 hours of documented community service each school year**. Community service hours may be earned through:

- PECIL-sponsored community impact or service-learning projects
- School clubs, organizations, and leadership initiatives
- Approved service activities completed with community organizations outside of school
- Other service opportunities approved by school administration

Students are responsible for maintaining an accurate service log and submitting completed documentation, including required verification, by the designated annual deadline. Service hours should reflect meaningful engagement that contributes to the well-being of others and supports the development of leadership, character, and civic responsibility. Students will maintain a Community Impact Portfolio throughout their journey. This becomes their official record of their Community Service and Service Learning over the years at PECIL. When students complete their Internship Seminar, students are responsible for hosting an Internship Showcase. During this showcase event, students also share their

The portfolio should include:

- Service hours documentation
- Brief reflections from each experience
- Quarterly reflections
- Photos or artifacts (when appropriate)
- Letters or certificates of appreciation
- A final senior reflection

Student Ambassador Program

The PECIL Student Ambassador Program provides students with opportunities to serve as leaders and representatives of our school. Student Ambassadors demonstrate professionalism, integrity, and school pride while welcoming guests, assisting with recruitment events, and supporting school and community activities.

Student Ambassadors may:

- Lead middle school and family tours
- Represent PECIL during recruitment events and open houses
- Welcome visitors and community partners
- Assist with school showcases, STEM events, and special programs
- Serve as peer leaders and mentors
- Promote a positive school culture by modeling PECIL's core values



Student Ambassadors are selected based on their demonstration of **Respect, Responsibility, Pride, Scholarship, Integrity, and Perseverance**, along with their communication skills, reliability, and commitment to serving others.

Serving as a Student Ambassador is both an honor and a responsibility. Ambassadors are expected to maintain positive academic standing, demonstrate appropriate conduct, and represent PECIL with professionalism at all times.

STUDENT LEADERSHIP AND ORGANIZATION EXPECTATIONS

Students are welcome to participate in any PECIL club, organization or team. *All of our clubs promote our school's core values of Respect, Responsibility, Pride, Scholarship and Integrity. Our Robotics team also adds the expectation of Gracious Professionalism.* It is the expectation that students adhere to those values when representing our school. Failure to represent those values may result in the student no longer being able to participate in that club or organization. Each club/organization has its own by-laws, rules and/or expectations in addition to the school's overarching guidelines. Students that violate those expectations also risk no longer being able to participate.

PECIL offers a variety of clubs, organizations, and student leadership opportunities designed to promote connection, leadership, service, and personal growth. The clubs and organizations listed in this handbook represent opportunities that may be offered during the school year.

Club offerings may vary from year to year based on student interest, staff availability, scheduling, resources, and other school-related factors. The availability of a particular club or organization is not guaranteed each year.

Students and families will receive information regarding available clubs and organizations at the beginning of each school year.

PCC also has wonderful club and organization opportunities for students. It is preferred that our students wait until their 11th grade, junior year to participate in order to fully acclimate to the rigors and expectations of a dual enrolled program. By the Junior year, students are more mature, fully immersed in PECIL expectations, and have more experience managing a challenging workload. Participation in PECIL clubs, organizations, and teams provides students with opportunities to develop leadership skills, build relationships, serve others, and contribute to the PECIL community.

Clubs, organizations and teams

- PEARLS and Maverick Men's Group
- Fiber Arts Club, Science/Horticulture Club and Peer Tutors
- Latino Culture Club, Sources of Strength (SAVE promise) and Chess Club
- FIRST NC ® /SkillsUSA Competitive Robotics Team



- Student Council, National Honor Society, Prom and Events Committee

SCHOOL OPERATIONS

Arrivals and Departures Safety

Students are to stay on the school grounds from the time they arrive in the morning until dismissal time in the afternoon. As a reminder, for the safety of our students, if you are parked in the row directly across from the buses during the afternoon dismissal, please remain parked until all buses have completed loading and have been cleared to depart.

Because our school is located on the Piedmont Community College campus, our dismissal procedures differ from those at a traditional high school. Student parking, parent pick-up, and bus loading all occur in the same general area. Vehicles pulling out while students are boarding buses create a safety concern, as students and staff may be crossing between vehicles that are preparing to leave.

Car Riders: Students are encouraged NOT to arrive at school before 7:45 AM. Students are allowed in the building at 7:45am when there is teacher supervision. DO NOT drop students off in the Bus Lane. This is a safety issue. Early arrivals should be dropped off at the semi-circle to wait in the E-building until 7:45am.

Student Drivers: Students who drive to school are **NOT** to arrive before 7:45 AM and should have registered the vehicle they drive to school with our office and have a purchased parking decal visible in the rearview mirror.

Bus Riders: Students that ride the bus should follow all the directives given by their bus drivers at all times. When the bus arrives at Person High school in the mornings, students are to wait on the sidewalk until the PECIL Shuttle Bus is in position to let them board. No food or beverage is to be consumed on the bus. Students may go into Person High IF they get breakfast and should quickly get their breakfast and bring it to the bus to come to PECIL to eat it on our campus. Students should not loiter in the high school, nor should they wander around the campus. In the afternoons students are to stay on the PECIL bus until they are let off to board their assigned bus for home.

All students must leave campus by 2:40 pm unless they have permission from a teacher, are involved in tutoring, or are participating in an extracurricular activity. If a student is unable to leave campus by 2:40 pm, the student/parent needs to notify the Principal, School Counselor, or College Liaison to remain on campus. The only exceptions to this rule are classified Juniors, Seniors or Super Seniors who may have classes at later times.



Personal Property

Person County Schools is not responsible for vehicles or personal property, including electronic devices, on school campuses. The Administration strongly encourages students not to bring personal items to school.

Student Gifts/Flowers/Balloons/Food

Delivery of flowers or gifts at school is discouraged. The office staff will **NOT** deliver or notify students of these items. Flowers or balloons are not allowed on buses.

Student Lunch Procedures

Because PECIL is located on the campus of Piedmont Community College, we do not operate a traditional high school cafeteria. Instead, students have several options for obtaining lunch, including bringing lunch from home, purchasing meals through approved school procedures, or utilizing available campus dining options as permitted.

An important part of the early college experience is developing the responsibility and independence expected of college students. Students are responsible for:

- Ordering school lunches by the established deadline, when applicable.
- Picking up their lunch at the designated location and time.
- Managing their schedules to ensure they have adequate time to eat.

To support efficient lunch service, lunch orders must be submitted by the established deadline. Students who do not place an order by the deadline and do not notify the school office before the deadline **may not** have a lunch available for delivery that day. Likewise, students are responsible for picking up their ordered lunch, as lunches cannot be delivered to individual students, classrooms or college classes.

Developing these habits of planning, time management, and personal responsibility is an important part of preparing students for success in college and beyond.

Campus Dining Resources

Because PECIL is located on the campus of Piedmont Community College, we do not have a traditional high school cafeteria. Students are encouraged to plan ahead by bringing a lunch from home, ordering lunch through established school procedures, or utilizing available campus dining options as appropriate.



Students who bring lunch from home may use the microwaves located in the Piedmont Community College Café to heat their meals. The microwave located in the PECIL staff workroom is reserved for faculty and staff and is not available for student use.

The Piedmont Community College Café also offers vending machines for student convenience.

Piedmont Community College provides a limited food pantry and emergency food items to assist students who may experience an unexpected need or food insecurity. Because these resources are limited and availability cannot be guaranteed, they should not be relied upon as a student's primary source of lunch. Students who have concerns about access to food are encouraged to speak confidentially with a PECIL administrator or school counselor, who can help connect them with available resources.

PCC Cafe:

Piedmont Community College has partnered with *Carter's 5 Grill* to operate the Pacer Café. Orders may be placed in-person, online at www.carters5grill.com or the self-serve kiosks in the café.

Pacer Cafe Menu

Breakfast: 7:30 – 10:30 a.m. | **Lunch:** 11 a.m. – 3 p.m.

Students are asked to **pre-order** their lunch choice should they utilize this business. It does **not** operate on Person County Schools lunch plan. They have their own set prices for their cafe.

Operational Hours

Our hours of operation are 8:10 am – 2:40 pm daily. With student arrival no earlier than 7:45am to the PECIL building. Students that arrive prior to 7:45am may wait in the E-building, however there are no PECIL personnel in that area at that time. There is security and other PCC employees in the location.

PECIL Delayed Day Instructions

1. **1-hour or 2-hour delay M-F**
 - A. **1-hour delay--Students report to the class that they are normally in at 9:10 am for the remainder of that class period after which students will continue with regular class schedule.**
 - B. **2-hour delay --Students report to the class that they are normally in at 10:10 am for the remainder of that class period after which students will continue with regular class schedule.**



Photographs, Videotapes and Websites

We want parents and guardians to be aware that their children may be featured in photographs, video and news articles. A parental permission form for PCC will be provided to parents in addition to the completion of Person County Schools permission form.

Safety Alert System

PCC students are placed in the community college's safety alert system by completing the information form at the new student summer information session. These forms can be obtained from the PECIL offices if you missed that session. Students and parents whose numbers are entered into the alert system will get any messages sent out by the community college as it relates to safety. Please note: *If your student does not have a cell phone they will not be on the PCC alert system. It is important for the student to be on the alert system as they are not always in the PECIL building.*

Demographic and Emergency Information

Students must have accurate and up-to-date demographic information and emergency contact information in Infinite Campus. This is especially important in the event of a school emergency and a parent/guardian needs to be contacted. Any change of physical address, email or phone numbers should be reported to our school Data Manager by the next business day after the change. Keep in mind that transportation changes may not be immediate.

Parents, Visitors, and School Events

PECIL values and welcomes the involvement of parents, guardians, families, and community members in the life of our school. Family participation strengthens our school community, and we want families to feel connected to and engaged with their student's educational experience.

Because PECIL operates on the campus of Piedmont Community College, our school environment is unique. Some parents and family members may be familiar with the PCC campus through their own experiences as former students, employees, or community members. However, during the school day and during PECIL-sponsored activities, areas being used by PECIL students are considered part of the school environment and are subject to Person County Schools and Piedmont Community College procedures.

Parents and family members are encouraged to attend programs, celebrations, performances, conferences, athletic and extracurricular events, and other activities that have been specifically identified as open to families or the community. Person County



Schools policy also encourages parent and community involvement and provides opportunities for visitors to attend school events that are open to the public.

Visiting the School During the School Day

Parents, guardians, and other family members who come to campus during the school day are considered visitors to the school. Visitors must follow PECIL, Person County Schools, and Piedmont Community College visitor procedures, including reporting to the designated school office or check-in location and receiving permission before entering areas being used for school activities.

Person County Schools Policy 5020 requires school-day visitors to report to the administrative office and receive permission to be in the school. The policy also allows school administrators to establish reasonable rules for visitors in order to protect a safe and orderly learning environment and minimize disruptions to instruction.

Familiarity with the PCC campus does not replace PECIL visitor procedures. Even when a parent knows the campus well, PECIL students remain under the supervision and responsibility of the school during the school day.

Family Events and Student-Only Activities

Parents and family members are welcome to attend activities that have been identified by the school as parent, family, or community events.

At the same time, not every student activity is automatically open to parents or visitors. Parents should not enter classrooms, club meetings, student gatherings, class activities, meals, or other student-only activities simply because their child is participating unless the school has invited or approved parent attendance.

This may include informal activities such as class breakfasts, club meetings, lunchtime gatherings, celebrations, or similar activities that are intended primarily for students.

When attending a school event, parents and visitors should remain in areas designated for guests and follow the directions of school staff. During performances, programs, celebrations, and similar events, parents and family members are generally attending as guests or audience members unless they have been specifically asked by the school to assist.

When a Parent Becomes a Volunteer



There is an important distinction between attending an activity as a parent or visitor and participating in an activity as a school volunteer.

A parent is generally acting as a **visitor or guest** when attending a conference, performance, celebration, athletic event, or other family event and interacting primarily with their own child.

A parent may be acting as a **volunteer** when the school has asked or permitted the parent to assist with students or school operations. Examples may include helping supervise students, serving or distributing items to students, assisting with activities, working with groups of students, regularly spending time in student areas, or otherwise having direct or ongoing interaction with students other than their own child.

Person County Schools Policy 5015 requires volunteer programs to include appropriate screening based on the amount of contact a volunteer will have with students, compliance with visitor procedures, reasonable supervision, and appropriate training.

Accordingly, parents and family members who wish to serve in a volunteer capacity must complete the Person County Schools volunteer process and receive any required approval before beginning volunteer activities.

Completing the volunteer process does not limit parent involvement. Rather, it allows PECIL to welcome parent participation while also maintaining appropriate safeguards for all students.

Cafeteria, Common Areas, and Other Student Spaces

Because PECIL is located on a college campus, some spaces may feel more open or accessible than those in a traditional school building. However, when PECIL students are using the cafeteria, common areas, hallways, instructional spaces, or other locations as part of the school day, those areas function as student spaces.

Parents should not routinely enter or remain in these areas for the purpose of spending time with students unless they are attending an approved school activity, meeting with school personnel, or serving in an approved volunteer capacity.

For example, a parent stopping by campus should not independently join students at lunch, move among student groups, remain in student gathering areas, or participate in student activities without first coordinating with PECIL staff.



These expectations are intended to protect student privacy, maintain appropriate adult-student boundaries, limit disruptions, and help school staff maintain appropriate supervision.

Our Commitment to Family Engagement

PECIL wants parents and families to be active partners in our school community. These procedures are not intended to discourage parents from participating in school activities or from being present for their children.

Instead, they help us distinguish among three important roles:

Parents and families are valued partners in their student's education.

Visitors and guests are welcome at approved activities and should follow school visitor procedures.

Volunteers provide additional assistance to the school and must complete applicable district volunteer requirements before serving in that capacity.

Because our school operates within a college setting, these distinctions are especially important. Following consistent procedures allows PECIL to remain welcoming to families while also protecting instructional time, student privacy, appropriate supervision, and the safety of all students.

If you are unsure whether an activity is open to parents or whether your participation would require volunteer approval, please contact the PECIL office before attending or participating. We are happy to help families understand the appropriate process and remain actively involved in our school community.

High School College Course Change of Grade

Grade changes for high school transcripts must be submitted by the course instructor to the College Liaison who then submits a change of grade form.

Grade Appeal

1. The grade appeal must be made in writing to the instructor within 20 days, stating the rationale for the appeal to the instructor within 20 days of the term in which the grade is received. The appeal must be sent to the instructor.



2. If the student still feels the grade is inaccurate, the student should appeal in writing, with additional rationale, to the appropriate academic dean within 10 days of the final decision of the instructor.
3. If a student still feels the grade is inaccurate, the student should appeal the decision of the appropriate academic dean in writing (including the information provided for the instructor, appropriate academic dean and any additional information), to the Vice President for Instruction and Student Development within five days of the final decision of the appropriate academic dean. The Vice President of Instruction and Student Development will issue the final decision for the College.
4. All final decisions will be conveyed to the appropriate school, student, and guardian in writing.

For more detailed information on the Academic Policies and Student Handbook for Piedmont Community College please refer to the [Campus Catalog](#).

HIGH SCHOOL TESTING REQUIREMENTS

All students must take a final exam at the end of the term for every high school class unless Exempt. Students not taking an examination will automatically fail the course. Per local Board policy 3410, exams count 20% of a student's grade.

Every student enrolled in Math I, Math III, English II, and Biology are required to take the **end-of-course(EOC) exam**, which will count as his/her exam for that course. The EOC is a state-mandated exam. It will be given during the term exam period.

All other high school courses have teacher made exams (exams created by the instructor). These also count as 20% of a student's grade. Opportunity is also provided for remediation and re-testing to improve EOC performance.

EXAM EXEMPTION POLICY

A "teacher-made" exam is a high school exam created by the teacher and not the state. This exemption typically occurs in non-EOC classes.

The following high school classes have teacher-made exams:

- Character Leadership
- Earth Science
- Chemistry
- English I, III, IV
- Math II, IV
- Physical Education and Health
- Spanish I, II
- Social Studies



- Seminar classes

Students may be exempt from taking a teacher-made exam according to the following conditions:

- Have an A average and have no more than 4 absences.
- Have a B average and have no more than 3 absences.
- Have a C average and have no more than 2 absences.

Please note:

- For the purposes of this policy, **3 tardies = 1 absence.**
- This policy does **NOT** apply to courses through NCVPS.
- This policy does **NOT** apply to PCC College courses.

PRE- ACT

PRE- ACT is a national assessment administered by ACT and is designed to measure students' current academic development in English, mathematics, reading, and science.

Students can use results from the test to help them explore career/training options and make plans for the remaining years of high school and post-graduation years. All **tenth** grade students are **required** to take the PRE-ACT.

PSAT/SAT

The PSAT is the Preliminary SAT, a standardized test similar to the SAT. The SAT is one of two accepted standardized tests that colleges accept as part of their application requirements (the other is the ACT). All tenth grade students are encouraged to take the PSAT. Juniors who choose to retake the test are required to pay an assessment fee. Typically Juniors, Seniors and/or Super Seniors would pay to take the SAT at an authorized testing center.

ACT

The ACT is a college admissions test accepted by all colleges and universities in the United States. All eleventh graders are required by state law to take this test. **There is no cost to students.** The ACT assesses students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test measures skills in planning and writing a short essay. Students participate in an ACT Prep Seminar via PECIL. All **eleventh grade** students are **required** to take the ACT.

WorkKeys

Students who are CTE concentrators (a CTE concentrator is a student who successfully completes a concentrator course, which is a second- or third-level course in an approved career pathway that builds on skills from a prerequisite course.) are administered the WorkKeys examination in the twelfth grade. WorkKeys provides a gauge of career readiness and is widely



recognized as an industry credential. WorkKeys assessments measure “real world” skills critical to job success.

CREDIT BY DEMONSTRATED MASTERY

Under the state’s Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may “test out” or bypass a course if they have already mastered the content by completing the identified state requirements to demonstrate mastery. The program provides another opportunity for students to have access to new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. See the school counselor for details.

ATTENDANCE DURING EXAM AND TESTING DAYS:

Every student is expected to be present for final exams and specialty exams (*Pre-ACT, ACT, WorkKeys*) days as they are scheduled for those specific dates and times. Every student is expected to remain in their testing location for the duration of the testing block. No student may leave a testing location early, even if the exam is completed. Students are also expected to remain at school during the review periods, unless a note from a parent/guardian has been received in the main office permitting the student to leave school at the time of the review period. Any note to leave early after the exam or during a review period must be brought into the main office before the exam or review period starts.

HIGH SCHOOL PROMOTION REQUIREMENTS:

Promotion by Grade	Requirements
10 Sophomore	10th grade students must have earned 6 credits.
11 Junior	11th grade students must have earned 13 credits.
12 Senior	12th grade students must have earned 20 credits.

** This does not include the additional college course credits that students must earn to obtain the college degree/transfer credits for which program they may be on.*

REPORT CARDS AND GRADING SYSTEM

Parents should *enroll in Parent Portal* in order to monitor student academic performance and view report cards. The report card reflects academic progress, attendance, and teacher comments. *Numerical grades are given*, and the following grading scale is used:



A	90-100	Excellent Progress
B	80-89	Good Progress
C	70-79	Acceptable Progress
D	60-69	Poor Progress
F	0-59	Failing (Unsatisfactory Progress)
INC	Incomplete	Student failed to make up work during designated time.
Failing Courses	*0-59	*Students that fail a course will re-take the course in its entirety.

Progress Reports

Grades are updated weekly through Infinite Campus, however this may be different for college and certain online courses-those courses may update at Midterm and End of Term only. Parents are encouraged to access their student's grades online via the Infinite Campus Parent Portal. If you need assistance with accessing the Parent Portal, please contact our Data manager.

Report cards will be provided during Student Led Conferences during the school year and mailed home at the end of the year for students with grades below a C, otherwise you can view your student's academic progress in your Parent Portal Infinite Campus account.

Parent Portal

Parent Portal is available to parents and guardians within Infinite Campus. This is a web-based student information system that provides access to student's information, such as grades, credits earned to date, student's schedule, and additional information. Parents are encouraged to access their student's grades via this platform. You will need a Parent User ID and password to access this information. In order to receive these, a parent or guardian will need to present a valid picture ID to our school Data Manager. Contact our data manager if you need assistance in setting up your parent portal account or in learning how to use it.

Moodle and Self Service

While parents are not given access to the college grades as with Parent Portal, you can ask your student to open their Moodle or Self Service account up and show you their grades. Any questions regarding college classes by parents should be directed to the Early College liaison



and not a college instructor. Students may contact the college instructor directly and should copy the liaison and/or principal on relevant emailed correspondence.

HIGH SCHOOL GRADUATION and DUAL ENROLLMENT

Students must earn 22 credits to graduate with a high school diploma, however they will earn more than 22 credits total as a result of taking the college courses. To stay on track for a high school diploma, please remember to meet state course and credit requirements in addition to any local requirements. PECIL students are dual enrolled. This means that some of the college courses that students take will also satisfy a high school graduation requirement. Our students are enrolled in a school that offers the opportunity for them to earn both the high school diploma and a college associate's degree, diploma and/or certificate. This is spread over the four or five year period in order to allow the student the opportunity to have built in academic support along the way. Students and parents are urged to contact the school counselor and college liaison to ensure that they are meeting the necessary requirements for graduation. Participating in a dual enrollment program provides students the opportunity to take tuition free college courses and earn credits towards an Associate in Arts or Associate in Science. Credits may transfer to participating colleges/universities.

Students may also earn [diploma endorsements](#) that will be calculated via Infinite Campus and included with Diploma upon graduation.

[**Learn more about Future-Ready Core Course of Study Credits Required for Students**](#)

MID-YEAR GRADUATES

December Graduates

Students who have legitimate reasons and the appropriate documentation will be considered for mid-year graduation in December.

1. Mid-year graduates will receive their diplomas in May 2027.
2. Mid-year graduates are not allowed to participate in extracurricular activities (excluding Junior-Senior Prom and the Grad week Activities & Cookout).
3. Mid-year graduates may not return to campus during the school day without signing in at the Main Office as a visitor.
4. If the student fails to obtain the necessary credits by December, then the student will not be eligible for early graduation.

Course Registration and Schedule Changes

Because students are on pre-mapped pathways, they do not get the option of selecting courses for high school courses. Once they become Juniors they will have the opportunity to work with the college liaison in course selections. We do have transition meetings as part of our Parent



Academy, during which time we review the Plan of Study with both parents and students. Changes in a student's class schedule will be addressed in one of the following rare occurrences:

- There is a missing class.
- A class on the schedule has already been taken and passed.
- A prerequisite to a class has not been taken.
- There has been a change in the student PCC college schedule.

WITHDRAWALS AND TRANSFERS

It is the expectation that students that applied to and were accepted into the PECIL program remain for at least a full year. Students, along with their parents, that wish to withdraw or transfer for reasons other than moving away, should schedule an exit meeting with the school counselor and administration to begin the process.

ACADEMIC INTEGRITY : The Honor Code

Person Early College faculty and staff believe in establishing mutual trust within our school community. We expect all to demonstrate intellectual honesty and strive to foster integrity through instructional and ethical practices in the classroom and throughout the school community. Students who commit themselves to upholding Person Early College's Honor Code will be instilled with a sense of integrity and personal achievement that will last beyond their high school years. The purpose of the honor code is to communicate the importance of academic integrity and the maintenance of high standards of conduct in student learning.

Students attending PECIL are expected to conduct themselves honorably in pursuit of their education. Cheating, plagiarism, and fraud violate ethical codes of conduct and will not be accepted at PECIL.

The school core values that are reflected in the honor code are;

Respect for others and the learning process and by properly citing sources of writings and ideas.

Responsibility for demonstrating your best effort in your academic tasks.

Pride in the submission of your own work-your best work.

Scholarship in all that you do in all your classes.

Integrity when demonstrating academic honesty and authentic learning.

Demonstrate **Perseverance** by studying and completing all assignments no matter how challenging.

The Honor Code expressly forbids the following academic violations:

CHEATING



Examples of cheating include but are not limited to:

- Copying another person's work.
- Allowing another person to copy your work or submit a copy of your work as theirs.
- Using unauthorized notes, aids, or written material in any form during any assessment.
- Unauthorized use of technological devices (cell phones, cameras, iPods, games, etc) when taking an assessment.
- Representing yourself as another person using electronic media.
- Talking; copying from another person's paper; giving or receiving information by signs, gestures, taking pictures of materials used for testing or deception during any type of assessment.

PLAGIARISM

Examples of plagiarism include but are not limited to:

- Presenting someone else's work as your own including the copying of language, structure, programming, computer code, ideas, and/or thoughts of another without proper citation or acknowledgement.
- Copying word for word, without using quotation marks or giving credit to the source of the material.
- Failing to use proper documentation and bibliography.
- Having somebody else do assignments which are then submitted as one's own work.

FALSIFICATION/LYING

Examples of falsification/lying include but are not limited to:

- Making an untrue statement verbally or in writing with the intent to deceive.
- Creating false or misleading impressions.
- Forgery of official signatures and documents.

FACILITATING ACADEMIC DISHONESTY

Learning to exchange and debate ideas with others is an important skill that you need to develop in order to achieve your educational goals. The degree and type of collaboration varies according to the type of activity, subject, and instructor. Make sure that you always ask your instructors to clearly explain what would be considered acceptable collaboration and what would be a violation of their Academic Integrity Policy.

Examples of collaborative falsification include but are not limited to:

- Giving unauthorized aid to another student on papers, quizzes, tests, exams, journals, etc.
- Giving a copy of or your actual homework or classwork to someone else to copy
- Orally providing someone with the answer

RESPONSIBILITIES



Students will...

- Exercise academic honesty in all aspects of their work.
- Prepare sufficiently for all types of assessments.
- Seek extra help from teachers.
- Avoid engaging in cheating, plagiarizing, and lying.
- Use sources in the prescribed manner.
- Report any violations of the Honor Code.

PECIL faculty and staff will...

- Develop, model, and sustain ethical practices within the classroom setting.
- Report violations to counselors and administrators.
- Confer with those who violate the Honor Code.
- Contact the student's parent or guardian regarding a violation.
- Contact coaches/advisors of any of the student's extracurricular activities.
- Record a failing grade for the assignment as outlined in this policy.

Parents will...

- Discuss the Honor Code with their child to ensure understanding.
- Encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility.
- Support faculty and administration in enforcing the Honor Code.

Administrators will...

- Ensure that all faculty, students, and parents receive the Honor Code.
- Help contribute to a school-wide environment that encourages adherence to the Honor Code.
- Require teachers to enforce the Honor Code.
- Maintain accurate records of the Honor Code Violations.
- Ensure that the Honor Code is being applied consistently throughout the school.

Review your [PCS Parent Gazette](#) for Academic Integrity violation possible consequences.

*Based on the bylaws of the honor society or organization, the student may face additional consequences.

**The student may lose honor graduate status.*

****All Honor Code Violations will be recorded in the student's discipline record. These violations will accumulate and will not be expunged from year to year.***

Artificial Intelligence (AI) and Academic Integrity

Person Early College for Innovation and Leadership recognizes that artificial intelligence (AI) tools are increasingly used in education, college, and the workplace. Students may encounter



AI tools such as ChatGPT, Gemini, Copilot, and other generative AI applications. PECIL supports the responsible and ethical use of technology while maintaining high expectations for academic integrity and authentic student learning.

Students are expected to follow the directions of their individual teachers and Piedmont Community College instructors regarding the use of AI for assignments, projects, assessments, and other coursework. Unless an instructor specifically permits its use, students should not use AI to generate or complete work that is expected to represent their own thinking and learning.

When AI use is permitted, students are responsible for:

- Using AI as a learning and support tool rather than a substitute for their own thinking, effort, or learning.
- Following the specific guidelines established by the teacher or college instructor.
- Accurately representing their own work and acknowledging AI assistance when required.
- Reviewing AI-generated information for accuracy, relevance, and appropriateness.
- Protecting personal, confidential, and sensitive information when using AI tools.
- Understanding that AI-generated content may contain inaccurate, biased, or misleading information.

Using AI to complete an assignment, assessment, or other academic work without permission may be considered ***a violation of the PECIL Honor Code*** and/or the academic integrity policies of Piedmont Community College and may result in academic or disciplinary consequences. AI expectations may differ among PECIL courses and Piedmont Community College courses. Students are responsible for understanding and following the expectations established by each instructor.

When in doubt, students should ask their teacher or college instructor before using AI.

HIGH SCHOOL HONOR STATUS

North Carolina Scholars

Students earning an ***unweighted 3.50 GPA or higher*** and meeting NC Scholars Program standards. Three weighted credits are required for consideration.

Person County Scholars

Students earning an ***unweighted 3.00-3.49 GPA and meeting the NC Scholars Program standards***.

“A” Honor Roll

Students who earn a 3.5 or higher GPA



“B” Honor Roll

Students who earn a 3.00 to a 3.49 GPA.

RECOGNITION PROGRAMS

Each year, students are selected to receive awards from PECIL and/or PCC based upon their academic performance, leadership, and service. This is showcased during the year as recognitions occur, and especially highlighted at our end of the year recognition program(s).

Academic Recognition

Honor Roll - Students making the “A” or “A/B” Honor Roll are recognized each semester.

Graduation Program Class Marshals (Graduation Ambassadors)-

Marshals/Ambassadors participate in graduation activities. They are the top 10 % of the “Junior” class. Marshalls/Graduation Ambassadors are determined based on their Junior year first semester GPA. Student cumulative discipline records are also reviewed to determine eligibility for marshals.

Grade Point Average -GPA is used for college transcripts and for calculating rank in class, and class marshals, etc.

Latin Honors

Person Early College will utilize only the Latin Honors system for recognizing academic achievement beginning with the graduating class of 2027.

Students who achieve a weighted GPA based upon at least 60 credit hours and achieve the following levels would be designated as honor graduates (with no rounding of numbers and going to three decimal places). They would be further identified with a gold cord for Summa cum laude, silver cord for Magna cum laude and blue for Cum laude.

Summa cum laude:

(with highest honor)

4.000+

Magna cum laude:

(with great honor)

3.751 - 3.999

Cum laude:

(with honor)

3.500 - 3.750

NATIONAL HONOR SOCIETY

Selection for the National Honor Society is based upon a 3.75 cumulative GPA at the end of the previous school year, as well as having demonstrated evidence of character, leadership, and service-all are also focus areas of our school. Students are expected to provide evidence of a set



amount of community service hours per term. NHS members in good academic standing, as recognized by membership guidelines, are recognized at graduation by wearing their special NHS Honor cords.

HIGH SCHOOL ATTENDANCE

(See Person County “BOE Policy Manual section Policy Code 4400” for full details)

North Carolina requires that every child in the state between the ages of 7 and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

The state reporting system requires that students must be present for at least 4 hours of the school day to be counted present, whether it is a full school day, an Early Release day or a Delayed Start. When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. A principal may request that a parent provide written documentation from a physician. An absence may be excused for the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
(only 8 parents notes for this reason, are accepted)
2. isolation ordered by the State Board of Health;
3. death in the immediate family; (parent or step-parent, grandparent, sibling, step-sibling)
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary, or
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support post

EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.



The principal shall notify parents and take all other steps required by G.S. 115C-378 for unexcused absences. This includes written notifications at 3, 6, and 10 days of unexcused absences. After 10 accumulated unexcused absences, the principal or principal's designee can file a complaint with the court for failure to comply with NC Compulsory Attendance Law.

A student whose parent or legal guardian is (a) an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the superintendent or designee to visit with his or her parent or legal guardian. Students with excused absences due to documented chronic health problems are exempt from this policy. Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

Once a student has been absent from school for five (5) consecutive days or if a student has been absent for a cumulative total of ten (10) school days, a written doctor's note will be requested for all subsequent absences due to illness.

A system-wide letter for parents who wish to request excused absences for educational opportunity leave is posted on the PCS' website. Parents should complete the request form and submit it to the principal **10 days prior** to the absence. A written work product describing the educational experience will be required as determined by the principal. All class work missed must be made up within 3 days.

****PECIL operates on a block schedule which means attendance is taken per period. Keep in mind that attendance pertaining to PCC classes has separate rules that you must consider.***

Early checkouts:

Early checkouts will be excused for the same reasons that absences are excused. All others will be unexcused. When possible, parents should send a written note/email in the morning if the child will need to be checked out early.

If someone other than the parent will be picking the child up, please include that information in the note/email. That individual should be on your approved list and should be prepared to show identification with a photograph. We understand that emergencies may occur that require you to pick your child up early, but this should be infrequent. Children will not be called early to come to the office and wait for the parent to arrive to check them out. Do not leave with your child if you happen to see them coming from lunch or a college class. You must check them out in the building first.



Attendance Communication procedures:

Initial notification of student absence will be made through an automated calling system. The automated message will remind parents that a written note is required when the child returns to school following any absence. Parents are responsible to provide a working number to the school and update it when needed. Teachers will contact parents when a child is repeatedly absent unless the parent has already contacted the school. Parent/students will receive information on the attendance policy during open house prior to the start of the school year. Parents may also refer to the Parent Gazette for information.

Attendance committee procedures:

Excessive absences for students in grades K-12 are assessed on a yearly basis. Members of the attendance committee are assigned by the principal and will meet based on the individual school needs.

As needed, the district social worker will discuss the student's attendance record with guidance counselors, teachers, the nurse, and/or principal to determine the reasons for the absences. The social worker will also contact the parent, as needed.

Parents will meet with the attendance committee when the child reaches six (6) unexcused absences or excessive absences of any kind. These meetings will be scheduled when convenient for the parent, and the school social worker will attend the meeting when possible.

Attendance Policy

The Person County School Board believes that “class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement” (Person County School Board Policy #4400, Attendance). **In order to receive credit for a semester-long course, each student must not exceed eight unexcused absences in that course (for year-long courses, students must not exceed 16 absences). Students that exceed 8 unexcused absences in a class will be referred to the school’s attendance committee to determine credit.**

Excusing an Absence

The primary responsibility of school attendance rests with students and parents. Following an absence in any class period from school, students must present a note from a parent/guardian or physician within 5 school days of returning from the absence. Students must be present at least 36 minutes of a class period to be counted present. Notes submitted after 5 school days **will not** be accepted. Students or parents are responsible for placing absence notes in the designated area of the main office.



The note must include:

- **Student's first and last name**
- **Date(s) absent and date of the note**
- **Reason for absences**
- **Parent/Guardian or physician signature**

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Parents or legal guardians have the responsibility for ensuring their student(s) attend and remain at school daily.

An absence may be coded lawful for the following reasons:

- personal illness or injury, which makes student physically unable to attend;
- isolation ordered by the State Board of Health;
- death in the immediate family; (parent, step-parent, grandparent, sibling, step-sibling)
- medical or dental appointment;
- participation under subpoena as a witness in a court proceeding;
- observance of an event required or suggested by the religion of the student or the student's parent(s) with prior approval by the principal;
- absences due to pregnancy and related conditions or parenting, when medically necessary;
- **participation in a valid educational opportunity with prior approval by the principal.**

Unlawful Absences

"Unlawful absence" is defined to mean a student's willful absence from school without the knowledge of the parent, or a student's absence from school without justifiable cause with the knowledge of the parent. An unlawful absence is considered skipping."

Skipping school or class is not permitted. Leaving school for any reason without proper permission from parent/guardian and school officials is considered skipping school and disciplinary action will be taken.

CHECK-IN/OUT PROCEDURES

After arriving on campus students become the responsibility of the school system and are not allowed to leave the premises without checking out in the main office. We encourage our students to remain in school all day, however we understand some instances may be unavoidable. Please consider scheduling medical, dental and other appointments outside of school hours or on school holidays or non-student days. **Students will NOT be allowed to check out after 2:20pm.**



If a student is checking in for the day the following procedures should be followed:

- All students arriving at school after 8:10 am and before 8:15 am **MUST** report directly to class and will be counted as tardy. **Students arriving after 8:15 am need to check in at the PECIL office.**
- All 11th, 12th and 13th grade students are to **SIGN IN** once on campus- indicating attendance for the day. Students with Independent Lab should also **SIGN OUT** as to location or if leaving the campus.
- Students will be counted absent in every missed class.
- Students who check-in should either bring a parent or a note with a parent/guardian's contact information. The guardian/parent may also send an email. The office will verify notes.
- A student is either absent or present; absences are either lawful (*excused*) or unlawful (*unexcused*). See **Person County Code of Conduct for definition of excused and unexcused.**
- Late bus students will automatically receive an excused tardy. Car riders that are late are not automatically excused.
- Students checking in from a medical appointment **must show a note or appointment card** from the doctor in order for an absence to be coded "medical."
- **Absences due to court appearance must have a note from the Clerk of Courts.**

If a student needs to be dismissed early the following procedures should be followed:

- Parents/Legal Guardians must report to the office and have a photo ID available to check a student out of school. Only parents may authorize a student check out.
- Any person, other than the parent, legal guardian, or those listed in Infinite Campus who will be checking out a student must be verified by the school.
- Students must bring a note from a parent with reason for dismissal and phone number of parent for verification and mention of who will be picking up their child; the date and time must be included. Notes will be verified by phone call to parents. (Picture ID must be shown.)
- Students may NOT be picked up directly from the college classroom or while seen walking on campus.
- Telephone calls will not be accepted as a method of check out unless verification can be made that the request is from the parent/legal guardian. Telephone calls will be verified using only those numbers listed on the student data sheet.
- Notes will be verified using only those numbers listed in Infinite Campus.



- Students cannot have a blanket permit to sign out of school.
- Students who drive to school must check out at the office.
- Students who repeatedly check out of school are endangering their success in the classroom. Excessive checkouts if excused will prompt a call to parents and to the attendance committee.
- Checkouts that occur without following proper procedure will be considered unexcused. Students may incur consequences for unexcused checkouts.
- **As students move up in the program and take more classes on the college side, they must still check in with Person Early College office each morning and also check out with Person Early College office before leaving the campus at any time if they are not scheduled in an Independent Lab class. Students are not allowed to randomly go to their vehicles and return to the classroom without alerting the office first. Even though Seniors and Super Seniors primarily matriculate on the main campus versus the PECIL building, they are still expected to provide a note when absent from any class-college and high school-to the PECIL Data Manager. The procedure is to email the school data manager your excuse for being absent.**

NOTE: Every student **MUST** have current demographic DATA on file in the office. Go online using Infinite Campus Parent Portal to update this information or contact our data manager.

MAKE UP WORK

All students, regardless of reason for absences, are required to make up all tests, projects, homework, etc. missed during the time of absence from school. The student, parent and teacher will work collaboratively to arrange for missed assignments to be made up within a reasonable amount of time at the discretion of the teacher (before/after school, lunch, or during class when appropriate). It is the student's responsibility to make arrangements for make-up work with the teacher. Parents and students are encouraged to communicate with the PECIL teacher directly through email. Make up assignments for college courses are determined by the policy of the course syllabus. **Parents that wish to communicate with a college instructor should contact the early college liaison.**

COLLEGE ATTENDANCE REQUIREMENTS

College instructors will issue attendance policies at the beginning of each course. This information will be listed in the course syllabus. College classes have a limited number of allowed absences. Once absences exceed the allowed number (approx. 6 but can be as few as 3), students are dropped from college courses. Students must notify the Person Early College High School administration or counselors if they are dropped from a college course for any reason!



HIGH SCHOOL TARDINESS

Students are expected to arrive at school on time and attend all classes. A student shall be in class at the time appointed for class to begin or be recorded as tardy.

Tardies:

Classroom teachers are responsible for monitoring classroom arrival and attendance. Accumulated tardies may result in lunch or after school detention or further consequences in accordance with Person County Schools' expectations.

STUDENT SERVICES

The guidance program at Person Early College is designed to prepare every student to be college, career and life-ready by graduation. The guidance department specializes in providing a comprehensive program which includes individual counseling, small group sessions, and classroom guidance throughout the school year. The goals of the early college school counselor are to support each student in achieving optimal personal growth, acquiring positive social skills and demonstrating good character, developing student independence and self-advocacy, setting appropriate career and college goals and realizing their full academic potential in order to become good productive citizens.

TRANSCRIPTS

Transcripts of academic work are issued by the school counselor in the main office. Transcripts can be requested online via Person Early College's homepage or by completing an actual form, by the individual student/parent/legal guardian.

PARENT INVOLVEMENT

Parental (guardian) involvement is an important part of a student's success. We encourage parent attendance to school events, student-led conferences, student performances, as well as additional volunteer opportunities. If interested in volunteering be sure to go to the following site and complete the [online application](#).

Parents are expected to participate with their student in our **Student Led conferences** at the end of the 1st nine weeks and again at the end of the third nine weeks. The student-led conference provides an opportunity for the student to share his/her Individual Learning Plan, their academic S.W.O.T. (Strengths, Weaknesses, Opportunities for Improvement and Threats to Success) analysis and overall progress in school.



Students are expected to attend the conference in appropriate dress code leadership attire, conduct the conference seriously and share important information from their Individual Learning Plans, set goals and strategies for reaching them with the parent and discuss overall progress in school with teacher, parents, liaison and counselors.

During conferences parents and students are given the additional opportunity to express concerns, make suggestions for improvement, share ideas or give feedback on current school activities and initiatives via surveys as well as conversations with school administration.

BUS TRANSPORTATION

For the scheduled PECIL academic school hours (typically meaning arrival at 8:10 a.m. and departure at 2:40 p.m.), transportation will be provided by PCS as required, as deemed necessary and as appropriate under State law and School District rules and procedures.

College classes are ***sometimes offered outside of the normal PECIL academic school hours***; in such cases, *transportation cannot be provided and you are responsible for seeing that your student can attend their college class*. Upon application to the program and at least annually once enrolled in PECIL, Parents and guardians are informed of the need to provide their own transportation when college courses fall outside of PECIL school hours.

School Bus transportation is a privilege and not a right. Should that privilege be abused, it may be revoked for a specified period of time or permanently. The safety and well being of the driver and passengers cannot be jeopardized for any reason. Those few who do not subscribe to the rules governing behavior on the school bus will not ride the bus. The driver's attention should not be distracted, particularly when the bus is in operation. The driver of the bus is responsible for the safe operation of the bus and the enforcement of the Student Code of Conduct. Seating arrangements are the specific responsibility and duty of the driver and will be enforced by the driver.

The following acts are prohibited and will result in disciplinary action:

1. Refusing to follow bus driver's instructions
2. Fighting
3. Tampering with the bus/vandalism
4. Profanity
5. Use of cell phones/wireless communication devices
6. Failure to remain in assigned seat
7. Failure to keep hands, head, feet, etc., inside the bus at all times
8. Not meeting bus at designated stop or getting off at wrong stop
9. Delaying the bus schedule
10. Behavior that inhibits the safe operation of the bus.
11. Violation of any other rule(s) of the Code of Conduct



BUS DISCIPLINARY MEASURES

Administrators may revoke bus riding privileges for any length of time, including the remainder of the school year, depending upon the seriousness of the offense. Students may also be suspended from school for some bus offenses. If a student is fighting on the bus he/she will be suspended from school and criminal charges will be filed.

Infractions at the end of the year or Summer Session: Bus privileges may be suspended at the beginning of the next school year. **If a student's bus privilege is suspended, the parent/legal guardian will be responsible for transporting that child to and from school according to North Carolina's Compulsory Attendance Law if that child is required by law to attend school.**

Decisions of the principal to suspend bus privileges may not be appealed.

MISCONDUCT AT THE BUS STOP

-Students will be charged for damages to any school property including any act of vandalism or reckless damage to bus property. A minimum charge of \$35 will be assessed for damage to the bus.

***Depending on the nature of the bus infraction, the principal, or his/her designee may take direct action without following the normal sequence of disciplinary measures.**

DISCIPLINARY MEASURES

The most recent publication of the Student Code of Conduct ([Parent Gazette](#)) will be used to determine consequences for disciplinary infractions.

Bullying, Harassment, Cyberbullying, and Retaliation

At Person Early College for Innovation and Leadership (PECIL), we believe every student has the right to learn in a **safe, respectful, and supportive environment** where they can focus on learning, building relationships, and reaching their full potential. Creating and maintaining this environment is a shared responsibility among students, families, faculty, staff, and the broader school community.

PECIL does not tolerate bullying, harassment, cyberbullying, intimidation, or retaliation by students, employees, volunteers, or any other individual. These behaviors are inconsistent with our school's core values and undermine the sense of belonging and safety that every member of our community deserves.



PECIL is committed to ensuring that **every student is treated with dignity, respect, and care, regardless of individual differences, circumstances, or background.** We recognize that every student has unique needs and experiences, and we will work with students and families to provide appropriate support when concerns arise. Students should feel confident that they can report bullying, harassment, cyberbullying, or retaliation and that their concerns will be taken seriously and addressed appropriately.

All reports and complaints of bullying, harassment, cyberbullying, or retaliation will be taken seriously and addressed promptly. We will work within the regulations set forth by the North Carolina General Assembly and the Person County Schools' Student Code of Conduct to properly adjudicate all reported acts of bullying and harassment. Bullying at any PCS school can be anonymously reported [here](#).

Students, families, and staff are encouraged to report concerns as soon as possible. Reports will be reviewed promptly, appropriate steps will be taken to address the behavior and support those affected, and disciplinary or other corrective action will be taken when warranted.

PECIL is committed not only to responding to incidents, but also to **preventing bullying and harassment through education, positive relationships, character development, student support, and a culture of respect and belonging.**

FIGHTING

Fighting is prohibited at school or at school events. The administration of Person High School will recommend a long term suspension in the event that a student is involved in more than one fight or participates in a group fight. Charges may be filed for any act of fighting. Instigating a fight or posturing to fight is also prohibited.

ASSAULT

A physical assault on another student will result in recommendation for long term suspension and charges filed. A physical assault on a school staff member will result in recommendation for long term suspension and charges filed.

GANG ACTIVITY

No student shall commit any act furthering gangs or gang related activities.

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which indicate a student's membership in or affiliation with a gang;
2. Communicating either verbally or nonverbally (gestures, handshakes, slogans, drawings,



etc.), to convey membership or affiliation in a gang;

3. Tagging or otherwise defacing school or personal property with gang-related graffiti, symbols or slogans;
4. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
5. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
6. Soliciting others for gang membership; or
7. Committing any other illegal act or other violation of school district policies that relates to gang activity.

Before being suspended for a first offense for wearing gang-related attire (when not involved in any other kind of gang-related activity or behavior), a student may receive a warning and be allowed to immediately change or remove the attire if the school administration determines that the student did not intend the attire to show gang affiliation.

INSUBORDINATION

Insubordination is the intentional refusal to follow directives from PECIL/PCC faculty, staff, or administration. Insubordination of any type will not be tolerated.

PROHIBITED BEHAVIORS

The following behaviors are not permitted at school.

- Petting/Kissing
- Gambling
- Soliciting non school-related sales/money
- Loitering/presence on school grounds after checking out or after 2:40 p.m., if not involved in school activity.
- Running in the halls
- Vulgar, profane, or abusive language
- Look-outs (assisting in breaking rules)
- Eating and drinking in non-designated places
- Vandalism or littering
- Possession or use of any tobacco products, including vapes, e-cigarettes, or devices used as an alternative to the use of tobacco products.
- Student visitors to classrooms
- Taking, sending, or displaying offensive, vulgar, crude, or threatening messages or pictures of any kind on any device.



WIRELESS COMMUNICATION DEVICES

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which parents communicate with their children. Therefore, students are permitted to possess such devices on school property so long as the devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by school rules or school personnel. The only exception to this will be for students with specific medical needs which are monitored through their cell phone. Wireless communication devices include, but are not limited to, cellular phones, electronic devices with internet capability, smart watches or smart glasses, etc.

Liability

Students are personally and solely responsible for the security of their cell phone wireless communication devices. The school system is not responsible for such items that are lost or stolen and is not required to investigate claims of loss, damage or theft.

REPEATED SCHOOL VIOLATIONS

Students who continually disrupt the school environment or have multiple suspensions may be recommended for long-term suspension by the principal. This may result in dismissal from the PECIL program.

DRESS CODE

Students, staff, families, and school visitors are expected to adhere to standards of dress and appearance. Our goals for this dress code policy is to promote attire that furthers health and safety of students and staff, enables the educational process, and facilitates the operations of the school. Parents are asked to partner with their student's school to monitor student attire to help adhere to the dress code policy.

Students must wear clothing which covers their skin from chest to mid-thigh with opaque (non-see-through) fabric. Breasts, genitals, and buttocks must also be covered with opaque fabric. Clothing must also cover undergarments. This means no halter tops, backless clothing, shirts that show the abdomen/stomach, tube tops, fishnet, mesh tops, muscle tops, or spaghetti straps. Holes in jeans should not be too revealing or obscene.

Students must NOT wear:

- Clothing which promotes, exposes, or advertises activities not permitted by law to minors (e.g. guns, drugs, cigarettes, or alcohol).
- Clothing which depicts profanity, vulgarity, obscenity, or violence.



- Clothing prohibited under [4328](#) Gang and Gang Related Activity) or any other provision of Board Policy.
- Clothes which are overly tight or loose and therefore too revealing or obscene.
- Clothing which threatens the health or safety of staff or students,
- Clothing which is reasonably likely to create a substantial disruption of the educational process or operations of the school.
- Pajamas, nightgowns, or other sleepwear.
- Hats or hoods in the school building.

ACADEMIC ELIGIBILITY FOR NORTH CAROLINA DRIVER'S LICENSE

In order to encourage and motivate successful completion of high school, the state of North Carolina has the following rules in place:

Learner's Permit – Students are eligible to get a Learner's Permit at age 15 once they have satisfactorily completed the driving and classroom phases of Driver's Education and have passed 70% (ie. 3 out of 4, 4 out of 5, or 5 out of 6 classes) of their courses the previous semester. Driver's Education is managed via a [third party](#).

Before going to the DMV office to get the permit, the following conditions must be met: The parent or guardian who will accompany the student to DMV must go to **Person High School as they are the designated district hub**, and sign the necessary forms. Bring the student's birth certificate, social security card, and Driver's Education Certificate (which was issued to the student after completion of the classroom and driving phases of Driver's Education).

Learner's Permit -

Students are eligible to get a Learner's Permit at age 15 once they have satisfactorily completed the driving and classroom phases of Drivers Education. Before going to the DMV office to get the permit, the following actions must occur:

- The student or parent must request the PECIL transcript to take to Person High School (PHS). The parent or guardian must go to the PHS main office and sign the necessary forms. Bring the student's birth certificate, social security card, and Driver's Education Certificate (which was issued to the student after completion of the classroom and driving phases of Driver's Education).

STUDENT DRIVERS

Person County Schools provides transportation for all students that attend Person Early College for Innovation and Leadership. Students who have a valid NC Driver's License may park on the campus if they purchase a parking decal and follow the rules and regulations stated below as well as that are visible when driving on the campus and listed by PCC and that are in



the [Student Driver Verification and Regulations form](#). ***It is a privilege for students to drive their vehicles on this campus, therefore these student drivers must adhere to the following regulations or lose their driving privileges on this campus. Parking privilege may also be revoked if a student is constantly late, skips, or leaves campus without authorization.***

- Each PECIL student driver must register their car with the PECIL main office, purchase a PECIL parking decal for identification purposes and follow all parking rules established by PCC/PCS/ PECIL.
 - **The cost of the decal is \$12.00**
 - **Students must also obtain a separate parking decal from PCC security office- at no cost.**
- Safe operation of motor vehicles is required. Vehicles must travel at the required speed limits. All traffic laws apply. Seat belts are required for drivers and all passengers. No reckless driving, loud music, hanging out of windows, blowing horns for non-safety reasons, no racing motors or driving in unauthorized areas, this will result in loss of driving privileges at PCC/PECIL campus.
- Once student drivers arrive on campus, they are not allowed to leave without following PECIL checkout procedures. All students are to park and immediately report to PECIL. No loitering in the parking lot areas. Be sure that all doors are locked and nothing of value is openly visible.
- Once a student reports to PECIL, they should only return to their car with permission from an administrator unless they are a Junior, Senior or Super Senior with Independent Lab privileges.

Student parking on our campus is a privilege and not a right. Students who violate the aforementioned items can have their parking privileges suspended and/or revoked.

- **Privileges can be revoked/suspended from 10 days up until the last day of school. (This will be determined by the severity of the infraction).**

Parking privileges for the student driver and he/her passengers can be suspended and/or revoked in relation to other discipline issues as well. Those are listed but not limited to items identified below:

- Student license is suspended or revoked.
- Leaving or attempting to leave campus without pre-approval of parents or administrators.
- Students do not meet the academic requirement for NC DMV



****Vehicles can be searched by the administration of Person Early College and Piedmont Community College for any reason, at any time while the said vehicle is on school property.***

Students whose parking privileges are suspended or revoked:

- Will NOT be issued a refund
- Will have to pay a **\$12.00** reinstatement fee once suspension or revocation is up.
- Will be reported to Piedmont Community College Director of Safety.

Student Drivers and Transportation of Other Students

Students who drive to school are responsible for following all school, Person County Schools, and Piedmont Community College expectations regarding vehicle use and campus access.

Some PECIL students may have Independent Lab or other authorized off-campus privileges that allow them to leave campus when they do not have a scheduled class or other required activity. These privileges are individual and do not extend to other students.

Students are strongly discouraged from transporting other PECIL students off the PCC campus during the school day, including for lunch or other personal activities. A student who has permission to leave campus may not assume responsibility for taking another student off campus simply because that student is riding in their vehicle.

Students are expected to respect the attendance, supervision, and off-campus expectations that apply to each individual student. Violations of these expectations may result in the loss or restriction of driving, parking, or independent off-campus privileges.

MEDICATIONS

For further information see the Person County “Code of Conduct”. All medications both prescription and nonprescription, must be registered by the school office. It is a violation of school policy for a student to have in their possession and/ or self-administer medication that has not been registered with the school nurse’s office.

PECIL recognizes that students may need to take medication during school hours. School personnel may administer drugs or medication prescribed by a physician upon the written request of the parents. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. School personnel shall not agree to administer any medication that could be taken at home. Medications will be dispensed from the main office. Non-prescription aspirin or aspirin products will **not** be given to any student, even with parental permission, due to the possibility of Reye’s syndrome. No medications shall be dispensed without the required written permission. The [Medication Administration Order form](#) should be submitted in order for students to take medications at school. This permission



form is valid for one school year only. If the student's medication, dosage, or physician changes during the school year, a new order must be completed. All prescription medication shall be kept in a container properly labeled by a pharmacist with the child's name, the name of the medication, and the dosage, time and frequency to be given. All non-prescription medication shall be in the original container, properly labeled with the child's name and instructions for administration. It is the responsibility of the parent to ensure that proper medication is brought to school and provided to the appropriate school official and to assure that the appropriate written permission is provided. It is the parent's responsibility to pick up the medication from the school within two days of the discontinued date or within two days from the last date of the school year.

The School Board/School will assume no responsibility for the administration of drugs and medication to a student by the student, the student's parent or legal custodian or any other person who is not authorized by this policy to administer medications to students. School personnel will assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent/guardian, physician or healthcare practitioner.

SAFETY AND SECURITY

PECIL schedules regular fire drills, tornado drills and lockdown drills in order to prepare students and staff for possible emergencies and maintain building safety and security. Faculty and staff will explain procedures to students. Information will be posted in each classroom. In case of an actual emergency, school officials will make every effort to keep students safe and to keep parents informed. Students are placed on the PCC Alerts that send notifications

CAMERAS

The PECIL building, PCC campus grounds and school buses of PCS are monitored by surveillance cameras. Camera images are for the use of PCS/PCC employees and not available to parents or the public. Images may be made available to courts if subpoenaed.

FIRE DRILLS

When the fire alarm sounds, you should:

1. Assume that a fire alarm is the real thing. Know the exit and alternate exit as-signed to the room in which you are located.
2. You should move quickly and quietly out of the building, since orderly evacuation in case of a fire is a serious matter, and your response should reflect this.
3. Form lines at least 100 feet from the building and stay with your teacher (class) until you are instructed to return to the building.



TECHNOLOGY

Technology has become an increasingly critical tool in education and recognizing the need to equip each of our students with the Digital Literacy and Citizenship skills necessary to be successful in today's society, the 1:1 technology initiative of Person County Schools will provide Person Early College High School students with a laptop they can use while in school and at home.

It is our hope that by providing students this technology tool, we will be able:

- To teach students to be digital citizens.
- To equip students to use technology using digital netiquette.
- To improve the quality of learning and increase achievement through an instructional emphasis on inquiry, critical thinking, and other skills necessary for success in college and the workplace today.
- To provide anywhere, anytime access to educational opportunities, formative assessments, and differentiation.
- To improve communication and widen our sense of community by expanding the way that our teachers, students, and parents are able to interact with one another. Even allowing teachers and students to make national and global learning connections.
- To prepare our students for lifelong learning.

STUDENT TECHNOLOGY USE EXPECTATIONS:

Students are expected to:

- *Demonstrate SCHOLARSHIP* and use their computer and/or the accompanying software to complete school assignments, perform research relative to academic and extracurricular school functions, to communicate with students, teachers, administrators, counselors and educational specialists to improve knowledge and advance academic work.
- Provide appropriate attribution for any materials acquired using information technology, using all resources to the maximum degree allowed by Federal copyright laws. In other words, adhere to Copyright Laws In An Electronic Environment.
- Seek permission first to record or photograph classroom presentations and activities.
- *RESPECT* and encourage each other when online.
- Use appropriate, respectful language in all online communications.
- Represent your own views, and not those of others, in any form of electronic communication. In other words DO NOT PLAGIARIZE! *Demonstrate INTEGRITY!*
- Speak with an adult you trust should you receive a message that is inappropriate or makes you feel uncomfortable.
- *Be RESPONSIBLE* -protect equipment (school-owned and loaned) from damage or theft by following the guidelines of use set forth in Person County Schools Technology Usage Agreement Form as well as the Acceptable and/or Responsible Use Policies which are located in the [Parent Gazette](#).



- *Demonstrate RESPECT* and understand that network bandwidth, server disk space, and printer paper and toner are shared and limited resources.
- Support and respect the school's computer security systems.

SOCIAL MEDIA GUIDELINES

Social media is very popular with students and can be used both in and out of the classroom in order to enhance learning environments. Because students have access to technology, it is important that we establish some guidelines that will help promote its use in a safe manner for students and staff.

- Use appropriate digital netiquette when operating in an online environment. Even when you are writing online you should follow the school's code of conduct. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Protect your digital footprint! All social media sites are very public and what you put online leaves what is referred to as your digital footprint. You can leave a good footprint or one that is negative. Do not post anything you wouldn't want parents, teachers, or a future employer to see.
- Digital Ethics and Intellectual Property! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another person's idea(s) be sure to cite your source with the URL.
- Digital Ethics and Copyright! Note that images are also protected under copyright laws. Make sure that you have permission to use the image (picture) or check to see that it is under Creative Commons attribution. When using Google Search use the Usage Rights search feature to help with this.
- Digital Safety. There are many online predators. Beware and do not provide online sources with your personal information, including, but not limited to, last names, phone numbers, addresses, birth dates, pictures or any other identifying information. Never share your password with anyone other than your teachers and parents. Never use someone else's identity online.

Students who do not abide by ALL of these terms and conditions of the Technology Expectations and Social Media Guidelines may lose their opportunity to participate in online projects and/or access to future use of online tools in addition to any other consequences deemed appropriate according to Person County Student Code of Conduct.

[Refer to PCS Board Policy Code: 3226/4205 Internet Safety](#)

[Refer to PCS Board Policy Code: 3225/4312/7320 Technology Responsible Use](#)



LAPTOP USE AT SCHOOL

Laptops are intended for use at school each day. In addition to teacher expectations for laptop use, school messages, announcements, calendars and schedules will be accessed using the laptop computer. At PECIL all 9th - 10th are required to have a PCS laptop. Students demonstrate *RESPONSIBILITY* by bringing their laptop to all classes, unless specifically advised not to do so by their teacher.

Laptops undergoing repair will be serviced by the PCS technology division unless the need arises to submit them to the manufacturer for repair. Loaner computers may be available for check out until the original laptop is repaired. Loaner laptops are covered under the same rules and regulations. An invoice will be sent to the family of the student for damages to technology devices. Purchase of the PCS Accidental Damage Protection plan is encouraged but not required.

Students that bring their own device will be responsible for that device. The PCS IT department will not troubleshoot personal devices.

TROUBLESHOOTING LAPTOP & SOFTWARE ISSUES

If there is an issue with the connectivity to a Piedmont Community College software platform that is required for a course the student is enrolled in, the student should initially check with the PECIL office for PCS technical support to address the issue first. If it is determined that it is not a PCS issue the student will then seek assistance from the Piedmont Community College IT department.

If there is an issue with the college learning management system access, the college email account or the Microsoft Office Suite programs used by the college-the student should seek assistance from the Early College Liaison.

ADDRESS OF SCHOOL

Located on the campus of Piedmont Community College, **Building T**
1715 College Drive, Roxboro North Carolina 27573
Main Number: (336) 322-2275





PECIL is the T building. Other Common Locations: Building S is the multipurpose building we have events in sometimes. The H building is where the learning commons/LRC (Media Center) is located. E building is where student development and the PCC Cafe is located. D building is the auditorium location.

School Administrative and Support Staff consists of:

Principal, Mrs. Shirlna Johnson, johnsons@person.k12.nc.us

School Counselor Mrs. Martinique Smith smithma@person.k12.nc.us

PCC College Liaison, Mr. Walter Montgomery walter.montgomery@piedmontcc.edu

Office Support/Data Manager, Ms. Erica Carr carre@person.k12.nc.us

School Social Worker, Mr. Antwon Fogle foglea@person.k12.nc.us

School Nurse, Ms. Audrey Wallace wallacea@person.k12.nc.us



WE ARE THE MAVERICKS!!

