Chicod School
#ALL IN FOR ALL KIDS

"Honoring tradition, inspiring innovation"

2025-2026 Handbook

Foreword: The purpose of this handbook is to provide information on the policies and procedures for effective operation and quality instruction. The handbook is designed to be a guide and it is the responsibility of each employee to read and be familiar with the entire contents prior to students entering school. The handbook is a working draft so suggestions for improving or expanding are welcome but need to be submitted to the School Improvement Team. Keep it available in the classroom throughout the year for reference.

Table of Contents

Section 1
Vision, Mission, and Collective Commitments

Vision: Chicod School honors the tradition of establishing a welcoming community where all students are equipped to positively impact society. Through authentic educational experiences, we inspire resilient problem solvers prepared to fulfill their future aspirations.

Mission: At Chicod School, our mission is to cultivate an environment where tradition meets innovation. By nurturing individual strengths and aspirations, we prepare our students to embrace the challenges of tomorrow with confidence and integrity.

PCS Vision: Pitt County Schools will inspire and motivate all learners by providing educational opportunities that engage, empower and elevate students to lead healthy, resourceful, and responsible lives.

PCS Mission: Pitt County Schools will lead collaboration between school, home, and community to foster student growth and success, both socially and academically, in order to develop productive, global citizens.

Collective Commitments: At Chicod School, our Collective Commitments define the shared actions and values that guide how we work together, support one another, and ensure success for every student. They reflect our dedication and align with our goals of fostering a growth mindset, maintaining high expectations, and helping every student reach their full potential.

These commitments outline how we create equitable learning environments, design engaging instruction, collaborate effectively, and communicate openly with students, families, and colleagues. They serve as a living agreement for our staff, ensuring that our daily practices consistently reflect our mission and vision.

You can view the full list of our Collective Commitments [link].

Section 2
Instructional Expectations

2.1 Lesson Plans

[Lesson Plan Folder link, Staff Information Folder link]

All Chicod Teachers will be using the standard Learning Focused Lesson Plan (LFLP). This plan is intended to aid teachers in the development of quality lesson plans that incorporate High-Yield Strategies. Teachers will be allowed to use various styles of the standard LFLP. All formats must be approved by the principal. Lesson plans will be completed by teachers and shared in the applicable Google doc folder and shared with the Instructional Coach and administration.

Learning Focused Lesson Plans are not daily or weekly plans. They are content-standard specific plans. Some plans may cover the time span of multiple days that overlap weeks. LFLPs are to be created accordingly. Not daily/weekly.

Expectation of Chicod Lesson Plans:
- Administration expects grade level and content areas to plan collaboratively, but does not expect instructional delivery to be exactly the same for every teacher.

- LFLPs are expected to be completed and shared in your Google folder by Friday for the following week.

Grade-Level Requirements:
- K–4: 1 LP per grade level for ELA, Math

- 5th: 1 LP for ELA, Math, and Science

- 6–8: 1 LP per content area

Emergency Lesson Plans
Each teacher will create an emergency Lesson Plan stored in the Main Office. Place in your box by the end of the day on **AUGUST 29, 2025.** For planned absences please leave your room key in your mailbox.

*In case of teacher absence and we do not have a substitute, or a teacher becomes ill during the day class/absorption may still be used in limited cases. However, in most cases we will pull a classified staff (IA) member to supervise class.

2.2 Professional Responsibilities:

Duties and Responsibilities / Teacher's Job Description
Reports to: Principal, Assistant Principals
Supervises: May coordinate and direct the activities of instructional assistants

Purpose: To help students learn subject matter and skills that will contribute to their educational and social development.

1.   Teaches assigned subject area using the course of study adopted by the local Board of Education, and other appropriate learning activities.

2.   Creates a classroom environment that is conducive to effective learning and appropriate to the maturity and interest of the students.

3.   Employs a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.

4.   Strives to implement by instruction and action the philosophy of the school.

5.   Evaluates student's academic and behavioral progress; keeps appropriate records and prepares progress reports.

6.   Diagnoses student needs on a regular basis and cooperates with other professional staff members at the school and county level in helping students solve health, attitude, and learning problems.

7.   Communicates with parents through conferences and other means to discuss the student's academic and behavioral progress and interprets the school program.

8.   Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the individualized needs of each student.

9.   Translates lesson plans into learning experiences so as to best utilize the available time.

10. Assists the administration in implementing all policies and/or rules governing student life and conduct. For the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

11. Plans and supervises purposeful assignments for instructional assistant(s) and/or volunteer(s).

12. Makes detailed lesson plans for the substitute teacher to follow whenever it is known that sick or personal leave has to be taken. Emergency Lesson plans need to be submitted to the secretary.

13. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.

14. Assists in the selection of books, equipment, and other instructional materials; requisitions books and instructional aids; maintains required inventory spreadsheets.

15. Maintains accurate up-to-date attendance records for all students.

16. Supervises students in out-of-classroom activities during the assigned working day.

17. Administers group standardized tests in accordance with the required testing program.

18. Works cooperatively with other members of the staff in planning instructional goals and methods.

19. Attends and participates in faculty meetings.

20. Participates in faculty committees and/or the sponsorship of student activities.

21. Plans, assists with, and/or supervises student assembly programs.

22. Provides for their own professional growth through an ongoing program of reading, attending county and state sponsored workshops, seminars, conferences, and/or taking advanced coursework at institutions of higher learning.

PCS Policy 7.009:
- All school system employees hold _positions of public trust_; they are responsible for the education of students and also serve as examples and role models to students.

- Employees are expected to adhere to high standards of ethical behavior in the fulfillment of all aspects of their duties and responsibilities. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school system. Employee conduct should be such as to protect a person's integrity and/or reputation and that of the school system.

2.3 High-Yield Instructional Strategies

Chicod School's instructional focus is built on three high-yield strategies across all grade levels and content areas:
1. **Quarter 1: Vocabulary Development** – Explicitly teach and reinforce academic and domain-specific vocabulary to support comprehension and mastery.

2. **Quarter 2: Reading Comprehension Strategies** – Model, guide, and require the application of strategies such as summarizing, questioning, predicting, and making inferences. (And Vocabulary Development)

3. **Quarter 3: Writing to Raise Achievement** – Integrate purposeful writing tasks that require students to explain, justify, and analyze their learning. (And Vocabulary Development and Reading Comprehension Strategies)

Expectations:
- Strategies must be embedded in daily lessons, not taught in isolation.

- Evidence of strategy use should be visible in lesson plans, classroom displays (anchor charts, word walls, essential questions), and student work.

- Teachers will submit two strategy-aligned lesson plans or student work samples per quarter.

- Walkthrough look-fors will match the quarterly focus. Feedback will be shared during PLTs.

2.4 MTSS – Multi-Tiered System of Supports

Chicod School implements a three-tiered instructional framework to ensure all students receive instruction aligned to their needs.

Tier 1 – Core Instruction

- Grounded in the Learning-Focused Instructional Framework.

- Includes differentiation for diverse learners through scaffolds, extensions, and varied instructional modes (whole group, small group, independent work, technology, and collaboration).

- Uses formative assessments to guide grouping and instructional decisions.

Tier 2 – Targeted Small Group Interventions

- Provided for students not meeting benchmarks, identified through classroom assessments, mClass, iReady, and EOG results.

- Research-based interventions delivered consistently and with fidelity.

- Documented in the uniform intervention tracking tool with strategies used and progress data.

Tier 3 – Intensive Individualized Interventions

- For students significantly below grade level or with persistent skill gaps.

- Delivered in smaller groups or one-on-one settings with increased frequency and intensity.

- Progress monitored more frequently and adjustments made as needed.

Accountability and Monitoring

- Data Cycles: Every 6–8 weeks in PLTs to review intervention effectiveness and regroup students.

- Subgroup Performance: Reviewed during every scheduled data cycle and documented in PLT minutes.

- Walkthroughs: Admin and IC monitor implementation during core instruction and interventions, providing feedback in PLTs.

Problem Solving Team

It all starts with the classroom teacher. The classroom teacher MUST document interventions and strategies that are being used or have been used to address concerns.

Discussion in PLT's is your first line of support.
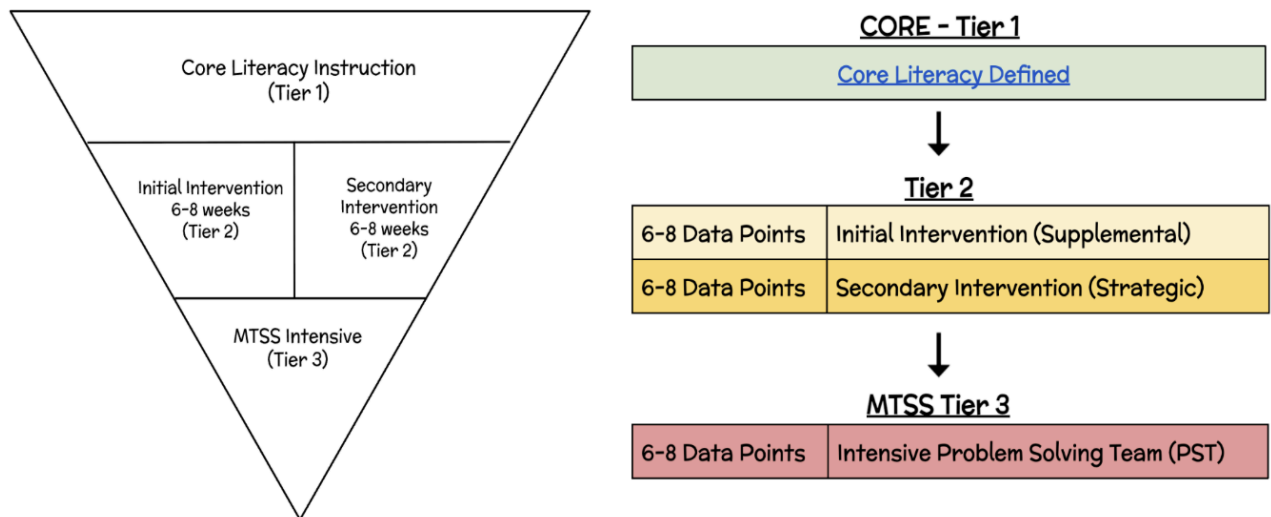
•Tier 2: Supplemental Supports = *Some students*
–includes supplemental instruction or intervention provided to students not meeting benchmarks
-documentation of intervention required (see Landreth or Jordan for form)
-discussion during PLT

•Tier 3: Intensive Supports = *Few students*
–small group or individual interventions for students showing significant barriers in universal skills required for success

-documentation of intensive interventions required (see Jordan)
-PST meeting must occur

Attendance (Student, Parent Engagement)
Refer to Student Services & they will refer to the PST as needed.

Behavior (Social & Emotional)
Refer to Student Services and/or Administration and they will refer to PST as needed.

Academics (Instruction, Differentiation, Instructional Time, Planning)
Discussion in PLT's as your first line of support.
Refer PST as needed (see Jordan)

2.5 What I Need Time (W.I.N.)

Data Tracking

- K-3 will implement Reading Horizon skill groups during WIN time and document data on form provided by ELS.
- 4-5 will utilize data tracking form used during the 24-25 school year.
- 6-8 will utilize the WIN data tracking form linked in your PLT agenda.

Priority Days

- 4th, 6th, 7th
    - Monday - Tuesday: Math
    - Wednesday - Friday: ELA
- 5th and 8th
    - Monday - Tuesday: Math
    - Wednesday - Thursday: ELA
    - Friday: Science

Structure of WIN Time
- **Assessment and Grouping:**
    - Formative Assessments: Teachers use formative assessments to determine students' needs.
    - Flexible Grouping: Students are grouped based on their specific needs, which can change over time.
- **Instructional Focus:**
    - Intervention: For students who need additional support to meet grade-level standards. (MTSS at PCS Canvas Course, PST, etc)
    - Enrichment: For students who have already mastered the current content and need more challenging activities. (K-5 Resources link, 6-8 Resources link, iReady toolkit, HMH, MTM)

- ○ Remediation: For students who need to revisit previous content to build a stronger foundation. Teach it in a different way. (iReady toolkit, [Florida Center for Reading link](), mClass Resources, Reading Horizons, HMH, MTM)

Components of Small Group Instruction

Group Size:

- Typically, groups consist of 3-6 students to ensure individualized attention.
- Could be, "whole class intervention"
  - ○ Middle School Example: 3-5 students from each math section/class do not perform well on a CFA. The math teacher may pull all of those students (15+) into their classroom to reteach during WIN Time. The math teacher's own students would go to a different class during this time frame to work on their needs (independent practice, collaboration activities, etc).

Instructional Strategies:

- Direct Instruction: The teacher provides explicit teaching of skills or concepts.
- Guided Practice: Students practice new skills with teacher support.
- Independent Practice: Students work on activities independently to reinforce learning.
- Collaborative Activities: Students work together on tasks to enhance understanding through peer interaction.

Materials and Resources:

- Differentiated Materials: Tailored to the specific needs of each group.
- Manipulatives: Hands-on tools to aid understanding, especially in subjects like math.
- Technology: Educational software and apps to support learning.

Monitoring and Feedback:

- Progress Monitoring: Regular checks to assess student progress.
- Immediate Feedback: Providing students with timely feedback to guide their learning.

Best Practices for WIN Time

- Data-Driven Decisions: Use assessment data to inform grouping and instructional decisions.
- Flexible Grouping: Regularly reassess and regroup students based on their evolving needs.
- Consistent Routine: Maintain a consistent structure to help students know what to expect.
- Engaging Activities: Use a variety of engaging and meaningful activities to keep students motivated.

- Collaboration: Encourage collaboration among students to build social skills and deepen understanding.

2.6 Book Study Guidelines

Teachers are responsible for creating book study permission forms for all classroom novel assignments. Permission forms must include:

- A brief summary of the novel

- Assignment expectations

- A description that connects the reading to the curriculum

All forms must be signed by a parent/guardian. If a parent/guardian refuses the class novel, an alternative assignment must be created.

2.7 Non-Educational Movies
The showing of movies is discouraged and should be kept to a minimum. All movies must be approved by the principal/designee. The [Video Request Form link] must be completed three days prior to the showing of the movie.

- All forms must be signed by a parent/guardian. If a parent/guardian refuses the movie, an alternative location and assignment must be provided..

2.8 Professional Learning Teams (PLTs)
Horizontal and vertical PLT's will be utilized to support professional **learning goals**, **assessment of student performance data**, and **instructional planning**.

25-26 PLT Schedule
- Grade level PLT will meet at least weekly for 1 hour in the PLT room. PLT Facilitators will create agendas prior to each meeting. Grade level meeting conversations should not take place during PLT (field trip planning, etc…) PLT meeting conversations should focus on one of the four PLT questions.
- EC PLT will meet monthly on the second Monday of every month.
- Encore PLT will meet at least quarterly.
- Vertical PLTs will take place once per 9 weeks. All HR teachers, EC teachers and AIG teachers are expected to attend. Plan for at least one grade level representative to attend each subject area. Teams will meet from 3:00 - 4:00 in the media center.
  - **Teams**
    - K-3 Math, K-3 ELA, K-3 SCI and K-3 SS
    - 4-8 Math, 4-8 ELA, 4-8 SCI and 4-8 SS
  - **Dates:**
    - October 7, 2025
    - November 4, 2025

- February 3, 2026
- April 7, 2026

PLT Facilitators

Chicod	Grade K	Carol Anne	Briley
Chicod	Grade 1	Mary	Simpson
Chicod	Grade 2	Sara	Pennington
Chicod	Grade 3	Jana	Humbles
Chicod	Grade 4	Stephanie	Perry
Chicod	Grade 5	Molly	Oliver
Chicod	Grade 5	Caitlin	Pate
Chicod	Grade 6	Charity	Merritt
Chicod	Grade 6	Joy	Ramey
Chicod	Grade 7	Mike	Anderson
Chicod	Grade 8	Jennifer	Anderson
Chicod	Grade 8	Chuck	Branch

PLTs will meet regularly to address the four essential PLC questions:

1. What do we expect students to learn?

2. How will we know if they have learned it?

3. How will we respond when students do not learn it?

4. How will we extend the learning for students who are proficient?

Expectations:

- Review student data to plan for intervention and extension.

- Align lesson planning with high-yield strategies.

- Share resources and best practices.

- Keep minutes using the PLT meeting template.

- Follow the published PLT calendar.
- Review subgroup performance every data cycle and document it in PLT minutes.

2. 9 Observations and Walkthroughs

Feedback will be provided in a timely manner, highlighting strengths and offering actionable next steps. Observations will align with the NC Educator Evaluation System and school improvement goals.

Formal Observation Schedule

The administrative team will conduct walkthroughs aligned with quarterly focus areas:

- **Q1:** Vocabulary Instruction, W.I.N. Time

- **Q2:** Reading Comprehension Strategies, W.I.N. Time

- **Q3:** Writing to Raise Achievement, W.I.N. Time

- **Q4:** Integration of All Three Strategies, W.I.N. Time

2.10 Instructional Rounds Schedule & Focus Areas

Purpose:
Instructional Rounds are a collaborative professional learning process where staff observe classroom practice, collect evidence aligned to our school focus areas, and reflect on ways to strengthen instructional practices. These visits are not evaluative; the purpose is growth and shared learning.

2025–2026 Schedule:

Date	Focus Area	Connection to School Goals
September 24, 2025	Vocabulary Strategies in Core Instruction	High-Yield Strategy #1: Vocabulary Instruction
November 19, 2025	Reading Comprehension Strategies	High-Yield Strategy #2: Reading Comprehension
February 18, 2026	Writing to Raise Achievement	High-Yield Strategy #3: Writing Across the Curriculum
April 22, 2026	MTSS Tier 1 Core Instruction & Differentiation	Consistent, High-Quality Core Instruction for All Students

Expectations for Staff:

- All certified staff are encouraged to participate in hosting or participating in a round.

- Observers will use the Instructional Rounds Evidence Collection Form to document what students are doing, what teachers are doing, and the alignment to the focus area.

- Following each round, staff will participate in a debrief session to share patterns, strengths, and opportunities for growth.

- Evidence collected will be anonymous and discussed only at the group level.

- Focus area observations will be used to inform PLT planning and schoolwide professional development.

2.11 Professional Development Plan

- Attend all scheduled monthly PD sessions.

- Engage in PD aligned with quarterly walkthrough focus areas.

- Participate in required trainings such as Greenblatt and Notice.Talk.Act.

- Apply learned strategies in the classroom and reflect on their impact.

Section 3
Staff Operations and School Procedures

3.1 Staff Information
[Staff Information Document link]

This document contains important information for all Chicod School staff, including team rosters, schedules, and points of contact for key school functions. It is designed to serve as a quick reference throughout the school year.

Contents:

- **All Staff Roster** – Names, grade levels/subjects, email addresses, and leadership roles (e.g., PLT facilitator, grade-level chair).
- **Response to Intervention (RTI) Team** – Staff responsible for reviewing student progress, recommending Tier 2/Tier 3 supports, and ensuring MTSS documentation is completed accurately.

- **PBIS Team** – Members representing administration, counseling, and grade-level representatives for K–2, 3–5, and 6–8.

- **School Improvement Team (SIT)** – List of members involved in developing and monitoring the School Improvement Plan.

- **Club Sponsors** – Staff sponsors for all extracurricular clubs and organizations (e.g., SGA, Beta Club, Science Olympiad).

- **Problem Solving Team (PST)** – Members who support Tier 2 and Tier 3 intervention planning and referrals.

- **Duty Schedule** – Locations, responsibilities, and assigned staff for morning and afternoon arrival/dismissal duties.

- **Key Contacts** – Leads for mentoring, National Board support, MTSS, ESL, and other school initiatives.

- **Instructional Assistants** – Assignments by classroom teacher.

- **CPI Certified Staff** – Staff members certified in Crisis Prevention Intervention, including certification expiration dates.

- **First Responders** – Trained personnel designated for medical and emergency response.

3.1 Work Hours & Expectations

Arrival and Dismissal Times

- Teachers Arrive: 7:10 a.m.

- All Teachers on duty: 7:15 a.m.

- Breakfast begins for students: 7:15 a.m.

- School open for students: 7:15 a.m.

- Tardy Bell rings: 7:40 a.m.

- Homeroom: 7:40–7:45 a.m.

- K–2 Dismissal: 2:30 p.m.

- 3–5 Dismissal: 2:30 p.m.

- 6–8 Dismissal: 2:30 p.m.

Students entering classrooms after 7:40 a.m. are considered tardy. The office will give tardy students a ticket to be admitted to class.

Arrival & Departure Policy

- Staff is expected to be at school no later than 7:10 a.m. on student days and 8:30 a.m. on workdays.

- Teachers are free to leave each day at 3:00 p.m. and/or after all of their students have left campus safely.

- Notify the office and Mrs. Hayes if you are going to be late. This allows time to provide supervision for your class until you arrive. Mrs. Hayes: (910) 840-0956

- Staff needing to leave campus early must notify and get permission from administration.

School Closings or Delays

- Call PCS Hotline at 830-3535.

- Blackboard Connect calls will notify students and staff of closings.

- Keep your phone number updated with the county office to ensure you receive alerts.

3.2 Absence Procedures – Certified

Every staff member will receive login information for the Substitute System (WillSub+).

If a teacher must be out:

- Call or log on before 6:00 a.m. the day of the absence and text Dr. Hayes so that the absence can be approved by her. The absence will not be live for substitutes until Dr. Hayes approves the absence in WillSub+.

- You must enter a reason in the "Notes to Admin" box.

If unable to enter your absence in WillSub+ by 6:00 a.m.:

- Text Mrs. Heath at (252) 917-1806 and she will enter it for you.

Planned absences:

- If you know ahead of time, enter the absence in the system and fill out the required form for approval by Dr. Hayes.

After an absence:

- Mrs. Heath will place a teacher absence report in the designated folder in your mailbox.

Emergency absences:

- Call or text Dr. Hayes (910-840-0956) and Mrs. Heath (252-917-1806).

If you need coverage:

- Email Mrs. Rogister at rogistm@pitt.k12.nc.us so she can arrange coverage for you.

3.3 Repeated Staff Tardiness/absenteeism may lead to the following consequences:

Days Tardy	Consequences
3 – 6	Documented Conference with Administration
8 – 10	Letter placed in School Personnel File; PCS Policy 7.009 added to PDP
15	Letter placed in PCS Personnel File; Action Plan

20 +	Possible Non-Reappointment

3.4 Appropriate Leave Form Listing

Certified Staff

*Two or more forms are required for every absence.

Annual Leave
- **(Must submit form pcs-3 at least <u>5 days</u> in advance of leave day)** Annual leave cannot be used on instruction days. **Leave is not considered approved until the employee receives the yellow copy signed by the Principal.**
- Leave Request Form (pcs-3)
- Certified Absence Report (pcs-9)

Sick Leave
- **(Must submit form pcs-3 at least <u>5 days</u> in advance of leave day or day upon return in emergency situations).** Sick Leave used **day before or day after a holiday** must accompany a doctor's note in order to be approved and/or be paid for the holiday. Leave is not considered approved until the employee receives the yellow copy signed by the Principal. Sick leave used on school event days (Field Day, Field trip, Awards, etc.) must accompany a doctor's note.
- Leave Request Form (pcs-3)
- Certified Absence Report (pcs-9)

Professional Leave
- **(Must submit form pcs-4 <u>at least</u> <u>2-weeks</u> in advance of leave day)**
- <u>Contact Person</u> must be indicated as specified on form. Must be a PCS employee.
- Certified Absences Report (pcs-9)
- Pitt County Certified Personnel Leave Request (pcs-4)

Community Leave
- **(Must submit court documentation and pcs-4 at least <u>2-weeks</u> in advance of leave day)**
- Certified Absence Report (pcs-9)
- Pitt County Certified Personnel Leave Request Form (pcs-4)

Personal Leave
- **(Must submit form pcs-4 at least <u>5 days</u> in advance of leave day)** personal leave cannot be used on the staff return to work day for the school year, on a required teacher workday, on State testing dates, on the day before/after a holiday or vacation day, or on school event days. No charge if the teacher gives a reason.

- Certified Absence Report (pcs-9)
- Pitt County Certified Personnel Leave Request Form (pcs-4)

Leave of Absence
- **See Payroll Secretary** for form packet for leave requiring 10 days or more (Must speak with Mrs. Heath before contacting county office).
- Leave of Absence Certification Form **(submit at least 30 days prior to beginning leave date)**
- Separation/Vacancy Notice
- Certified Absence Report (pcs-9)
- Return to Work/Fitness for Duty Form (due upon return to work from Leave of Absence – due to medical, maternal, educational, disability, etc.)

Requested leave that is not available will be processed as Day Without Pay (refer to your last payroll voucher for available leave balances).

Appropriate Leave Form Listing

Annual Leave:
- **(Must submit form pcs-3** (Leave Request Form) **at least 5 days in advance of leave day)** annual leave cannot be used on instruction days for IAs requiring a sub or on the staff return to work day for the school year. Leave is not considered approved until the employee receives the yellow copy signed by the Principal. Annual leave cannot be used on school event days. (Field day, field trip, awards day, etc.)

Sick Leave:
- **(Must submit form pcs-3** (Leave Request Form) **at least 5 days in advance of leave day or day upon return in emergency situations).** Sick Leave used **day before or day after a holiday** must accompany a doctor's note in order to be approved and/or be paid for the holiday. Leave is not considered approved until the employee receives the yellow copy signed by the Principal. Sick leave used on school event days must accompany a doctor's note.

Professional Leave:
- **(Must submit form pcs-4** (Pitt County Certified Personnel Leave Request) **at least 2-weeks in advance of leave day).** **Contact Person** must be indicated as specified on form.

Community Leave:
- **(Must submit court required documentation along with form pcs-4** (Pitt County Certified Personnel Leave Request Form) **at least 2-weeks in advance of leave day). This leave is used only for court-required appearance.**

Leave of Absence:
- Any Leave requiring at least 10 days absence: Meet with Mrs. Hayes/Mrs. Heath to discuss Long Term Absence at least 30 days before the absence and before contacting the County Office.

1. Leave of Absence Certification Form **(submit at least <u>30 days</u> prior to beginning leave date)**.
2. Separation/Vacancy Notice

3. Return to Work/Fitness for Duty Form (due upon return to work from Leave of Absence – due to medical, maternal, educational, disability, etc.)

Compensatory Time:
- All time over your designated amount of hours must be used within the same week and must be approved by Administration before earning. Comp time is paid out each month and is calculated by the week. Comp time does not carry over to the next month for 10 month staff or Custodians.

Instructional Assistants (Position Does Not Require A Substitute)

Planned Absences:
- Submit appropriate form(s) to the Payroll Secretary. Leave is not considered approved until you receive the yellow copy back.

Unexpected Absences (Emergencies Only):
- Notify your teacher (if applicable)
- Call or text Heath (252-917-1806) and Mrs. Hayes (910-840-0945)
- If you are a bus driver also contact Mr. Speas (252-341-9928)
- Communicate with the Payroll Secretary when more than one day is needed to ensure your payroll information is accurately processed.
- Submit PCS-3 (Leave Request Form) to the Payroll Secretary upon your return to work.

Custodial and Office Staff

Planned Absences:
- Communicate leave request with the Head and Mr. Speas (252-341-9928)
- Submit appropriate form(s) to Mrs. Heath before the absence, leave is not considered approved until you receive the yellow copy back.

Unexpected Absences (Emergencies Only):
- Notify Head Custodian and Mr. Speas (252-341-9928)
- Call the front office and speak directly to Mr. Speas (252-341-9928) or Dr. Hayes (910-840-0956)
- Communicate with Mrs. Heath when more than one day is needed to ensure your payroll information is accurately processed.

- Submit PCS-3 (Leave Request Form) to Mrs. Heath upon your return to work.

All absences must be reported to Mrs. Heath as soon as possible. Substitutes should be instructed to report to the front office and sign in to receive a badge/key for the day. Annual Leave requests must be submitted at least two weeks in advance and sick leave must be turned in as soon as you arrive at school to start your day.

Child Involvement Leave- Per the BOE 8/14/2024

8.3.1 Eligibility and Rate of Earning
In accordance with G.S. 95-28.3, any employee who is a parent, guardian or person in loco parentis may take up to four hours per fiscal year to attend or otherwise be involved at his or her child's school. There is no requirement that the employer pay an employee while taking this leave. However, the local school district may allow the employee to use eligible accrued leave in lieu of non-paid parental involvement leave.

8.3.2 Conditions for Leave

Leave granted for this purpose is subject to the following conditions:

- (a) The leave shall be at a mutually agreed upon time between employer and employee,
- (b) The employer may require an employee to provide a written request at least 48 hours before the time desired for the leave, and
- (c) The employer may require that the employee furnish written verification from the child's school that the employee attended or was otherwise involved at the school during the time of leave.

8.3.3 Definition of School

 For the purpose of this policy, "school" is defined as any:

- (a) Public school,
- (b) Private church school, church of religious charter, or nonpublic school that regularly provides a course of instruction,
- (c) Preschool, or
- (d) Child day care facility.

3.5 Payroll Communication & Guidelines

TACs Users Only

To reduce classroom interruption:

- The Payroll Secretary will generally communicate with time sheet users via email.

- Please check your email on a daily basis for Payroll information.

Edit forms are located in the organizer on Mrs. Heath's door (Room 116).

- If the form is not complete or you forget to clock in, it will be without pay if not corrected before the end of the month.

Appropriate Leave Form Listing for TACs Users

- Annual Leave: Submit PCS-3 at least 5 days in advance. Cannot be used on instruction days for IAs requiring a sub or on school event days.

- Sick Leave: Submit PCS-3 at least 5 days in advance or upon return in emergencies. Doctor's note required for before/after holiday or school event days.

- Professional Leave: Submit PCS-4 at least 2 weeks in advance.

- Community Leave: Submit PCS-4 with court documentation at least 2 weeks in advance.

- Leave of Absence: Meet with Mrs. Hayes/Mrs. Heath at least 30 days before absence.

Compensatory Time

- All time over your designated hours must be used within the same week and approved by Administration.

- Comp time is paid monthly and does not carry over to the next month for 10-month staff or custodians.

3.6 IA Dock Days Guidelines:
[2025-2026 Instructional assistant (TA) Calendar Days link]
The school calendar is designed for 215 days of work for 10-month staff. Instructional Assistants are 10-month staff who only work 205 days in accordance with Board of Education Policy 7500. In compliance with this policy, instructional assistants will not work and are not paid for the ten days listed below. Instructional assistants should continue to follow the academic school calendar for students and 10-month employees as listed on the district website unless otherwise instructed. The first day of work for instructional assistants will be on August 18th.

3.7 Calendar & Meetings

After School Meeting Schedule
To ensure consistent communication, collaboration, and alignment across our school, the following meeting schedule outlines when and how staff will come together to plan, share updates, and address important school matters.

Tuesday Afternoons

- Reserved for Faculty Meetings, SIT Meetings, and Committee Meetings.

- All meetings are mandatory.

- Meetings begin at 3:00 p.m.

- Please reserve this time on your calendars.

- Refer to:

    - Google Calendar – "Chicod Master Calendar" for school events shared with the public.

    - Google Calendar – "Chicod Staff Calendar" for important dates for staff that are not public events (e.g., staff meetings).

- Both calendars will be shared with staff.

Grade Level Meetings

- Held weekly.

- Agenda should include general "housekeeping" items such as:

    - Scheduling

    - Planning for events

    - Student discipline

    - SIT items

- Record meeting minutes in the Grade Level Minutes document linked at the top of your PLT Agenda.

3.8 Duty Schedule and Supervision Guidelines

Being punctual for assigned duties is essential to maintaining a safe and orderly school environment. The supervision you provide during this time plays a critical role in student safety and overall school operations.

If you are unable to be at your designated duty location, it is **your responsibility** to secure an appropriate substitute. Include duty expectations in your substitute plans so that the sub knows to report to your duty station and has clear, explicit directions regarding responsibilities.

Duty Assignments
- See the Duty Schedule and Maps in the schedule section for your specific assignments. [Duty Schedule link]. Click on the duty schedule tab.

Morning Duty
- Be in place by 7:15 a.m.

- Remain at your station until 7:40 a.m. or until all students have entered the building.

Afternoon Duty
- Be in place by 2:30 p.m.

- Remain at your station until all students have left campus.

3.9 Employee Dress and Appearance (PCS Procedure 7.0008)

Employees that are on duty or in attendance at school functions should dress appropriately. Employee guidelines also apply to student interns and volunteers. All Fridays are School Spirit Days! Jeans are permitted on Fridays.

It is considered inappropriate for school employees to wear the following attire:

- Any mode of dress or appearance that is so unusual or lacking in cleanliness that it disrupts class or learning activities

- Clothing and/or tattoos that promote the use of alcoholic beverages, tobacco, or controlled substances by words or symbols; that contain profanity or nudity; that depict violence; that are sexual in nature by words or symbols; or that are disruptive in some other manner

- Any clothing material made of denim, e.g., pants, skirts, jumpers, or sport jackets. Jeans of any color.

- Sweatpants

- Pierced jewelry anywhere other than in the ears

- Clothing that clings, is form-fitting, or exposes the midriff or chest when sitting or standing

- Shorts, skirts, or dresses that are higher than two inches above the top of the knee

- Rubber shoe thongs (flip-flops) or bedroom slippers

- Tailored shirts that are un-tucked, unless worn as a jacket

Modifications may be made by the appropriate supervisor to accommodate staff members who are engaged in specialized duties (such as physical education, vocational education, field-trips) or in specialized activities (workdays, spirit days, casual days, etc.) that require or permit a relaxed mode of dress.

Reasonable accommodation shall be made by the appropriate supervisor for those employees who, because of a sincerely held religious belief, cultural heritage, or medical reason, request a waiver of a particular part of this policy for dress or appearance.

Any employee who does not meet the standards of this policy will be required to take corrective action. Any work time missed because of failure to comply with this policy will not be compensated, and repeated violations of this policy will cause disciplinary action as recommended by the principal or immediate supervisor.

3.9 Cafeteria:
Breakfast and lunch are served in the cafeteria. Menus are sent home on a monthly basis. Students may pay daily or on a weekly/monthly/yearly basis by having money placed in an account. Money is to be sent in a sealed envelope with the student's and teacher's name. The money is deducted each time the student purchases an a la carte item. Parents may request that the account is flagged to indicate "no charging allowed" or "no snacks". This request needs to be sent to the Cafeteria Manager in writing.

Breakfast and lunch are free for all students

Returned Check fee is $25.00

Each student is provided a lunch number for the cafeteria.

Adult meals must be paid for at the time of purchase.

[PCS Medical Statement for Meals link]
[Bag Lunch Request Form link]

3.10 Bulletin Boards

- Bulletin boards play a vital role in creating an engaging and dynamic learning environment. They reflect the vibrancy of our school community and provide students with an opportunity to showcase their work, celebrate achievements, and stay informed.
- To ensure that our spaces remain fresh and relevant, it is essential to update all bulletin boards at least once every 9 weeks. Regular updates keep content current, spark student interest, and reinforce our commitment to maintaining a visually stimulating and inspiring school atmosphere. Post the standard and essential question associated with the student work.

3.11 Printing & Copying
- **Classroom Printers:** *Minimum use.* We are moving away from classroom printers. Once your toner or ink is out, school funds will not be used to replace either item. If your printer breaks it will not be replaced.

- **Workroom Copiers:** *Maximum use.* All staff have the ability to send work products to workroom copiers for printing multiple copies for ALL student and teacher instructional materials. Color copies should be kept to a minimum to keep down costs. Color Printers are no longer to be used. The color copier in the office is available for minimum use.

3.12 Workrooms
- There are 4 Staff Workrooms on our campus; one on every hall. All are equipped with copiers, work areas, and refrigerators. Because of their proximity to adult bathrooms and the nature of discussions in those areas, **students are not allowed in these workrooms. This includes the children of staff members.**

3.13 Fundraisers
- All fundraisers MUST be approved by the principal and the Fundraiser Approval form completed in advance of the fundraiser. NO EXCEPTIONS! Each club, department, team and grade level is allowed one fundraiser per year.
- W Copy of Fundraiser Approval Form.doc

3.14 Mailboxes
- Employees will check their mailboxes a minimum of once per day.

3.15 Communication:
Class Dojo:
- All staff are required to use Class Dojo as their primary communication platform.
- Mr. Anderson can help you! Below is the link to the guide on how to quickly create a class roster in ClassDojo.
  - [Class Dojo Presentation link]

- ClassDojo works best when parents are connected but connecting parents can be time consuming - we've made it easy. Below you will find a QR code for Chicod's ClassDojo, parents scan the code and request to join a class and teachers approve or deny them! QR Codes not your thing? That's ok, we've created a tinyurl to shorten the link! [Tiny Url link, Original link]
- Yes, teachers can still print out invites for each student / parent and send them home if they want.

Weekly Folders
- We will send home a weekly folder in Grades K-5 every Wednesday (not optional) to keep parents informed of their child's progress, school information and/or events. The folder will contain graded papers, notes, newsletters, etc. The folder needs to be signed and returned the next day.

Initial Parent Contact
- Teachers must make initial contact with a parent of each child (individualized, not a mass email or dojo) within the first two weeks of school.

Telephone Calls/Faxes
Phone calls from parents are to be returned within 24 hours or the next business day.

Personal phone calls at school are to be kept to a minimum. The office staff has been instructed to take a message or send it to voicemail.

Please scan any faxes you may need to send and email the information to Mrs. Morrisette. She will email you when the fax is confirmed as sent. Mrs. Morrisette's email is saved in each workroom copier.

If you call a parent and you are expecting a call back, please notify the office.

Intercom/Phone Voice Call

All classrooms have the capability for calling into the office. This should be done in cases when you have an emergency and need assistance or at a time you consider critical for help. Periodically check your intercom to make sure it is working.

Phone System Quick Start
Basic Phone Operations
Place Call with Handset
Pick up Handset
Enter Number
Press SEND soft key

Place Call with Speakerphone
Press Speaker Phone button
Enter Number
Press SEND soft key

End a Call
Hang up handset or press END CALL soft key

Call the OFFICE
Press OFFICE soft key
Pick up handset

View Call History
Press HIST soft key
Up arrow keys to scroll
Press SEND soft key to dial number
Voice Mail
When you have a new voicemail message, the MESSAGE key will be green and the red light on the top right of the phone will be blinking.

Accessing Voicemail
Press the MESSAGE button your phone
Enter your password followed by #
(default password is 9 + extension number)

Record Your Name
Access voicemail (see above)
Dial 03   and follow the prompts

Change Your Voicemail Password
Access voicemail
Dial 05   and follow the prompts
Retrieve Messages
Access voicemail and use following keys
1 - Play message
7 - Delete current message

5 - Next message
4 - Previous message
* - Rewind playback 3 seconds
# - Fast Forward playback 3 seconds

3.17 Children of Employees
- We are fortunate to have so many of our staff members' children as part of our school community and it is important to ensure that their presence does not interfere with staff responsibilities before and after school. Please make arrangements to ensure your children are not engaging in unsafe or inappropriate behavior during these times. If any concerns arise, your child may be required to remain with you in your classroom before and after school hours.

3.18 Maintenance Requests
- All requests need to be submitted to Mrs. Morrisette ext. 8000 or by email. morrisa4@pitt.k12.nc.us. You may also submit any work orders to Malissa Heath at heathm@pitt.k12.nc.us if Mrs. Morrisette is not available.

3.19 Maps and Room Numbers
- A school map should be posted in each classroom. All classrooms, offices and storage areas should have room numbers posted on the outside.
- [School Map link]

3. 20 Teacher Daily Schedules
All classroom teachers must hang a copy of their Daily Schedule beside the classroom door on the outside wall to the left of the door. Please keep it updated.

3. 21 Lunch Schedule & Use for PBIS Rewards
- Pre-K-1 Classes will eat in Classrooms.
- 2-8 Classes will eat in the Cafeteria
- Teachers may use the cafeteria as part of their PBIS Reward Systems.

3. 22 Teacher Data Storage
Google Drive will no longer have unlimited data storage. All staff are encouraged to backup their data on a Flash Drive.

3.23 Textbooks/Readers

- Mrs. Rogister (ext. 8019) is the contact for textbooks. Mrs. Landreth is the contact for ancillary materials. Please send a note at the end of the first or second student day indicating your textbook/ ancillary material status. All textbooks should contain a number and student name. Keep a list of assigned textbooks and the corresponding number. The teacher should place their initials beside the student's

name in the textbook. If a book is lost or damaged, the **debt must be paid before another book will be issued.** The teacher will provide proper notification to the parent with the title and cost of the book. Please see Mrs. Rogister for correct pricing.

Textbook Replacement Guidelines
New (1year)   100%
2 years   80%
3 years   60%
4-5 years   40%

Textbook Inventory must be accurate. If there are any discrepancies, teachers must notify Mrs. Rogister (ext. 8019) immediately.

3.24 Cumulative Records
The primary purpose of the cumulative record folder is to provide information that can be used to develop the best possible educational program for each student.

The cumulative record folder contains information covering nearly every phase of a student's school life and much about their personal life. In addition to academic records, the cumulative folder contains items of a personal and private nature. It is of utmost importance that these records are maintained in a confidential manner.

The cumulative records are kept in the records room and housed in fire-proof file cabinets. The folders are reviewed and updated annually.

IMPORTANT: All teachers must check their cumulative folders for problems/issues no later than <u>August 29th</u>. Please see the counselors to sign off that files have been reviewed for accuracy. Documentation of health needs (such as the health plan, medication, immunizations, etc.), academic needs (such as IEP, PEP, BIP, testing) and guardian/custody rights should be verified.

These records should not be left in an area that makes them accessible to persons other than school personnel. Folders should remain in alphabetical order by grade level. There is a sign-out sheet located in the records room if you wish to remove a cumulative record. Teachers should use this sheet to indicate that a record has been removed and returned. These folders should never be housed in a classroom overnight.

When a teacher receives information from a student coming from outside our county, a Pitt County School Cumulative Record should be completed by the data manager and will be placed in the homeroom teacher's box for review.

See Procedure 10.901-P-2 for the procedure for Student Records – Collection and Classification located in the County Policy section.

3.25 Fiscal Accountability & Purchasing Procedures

Reserved for:
Teacher's Statement of Understanding
(Pitt County Schools
Individual School Accounting
Internal Controls and Responsibilities)
Fiscal Year 2025-26

School Fund Expenditure Guidelines
In order to stay within Purchasing Guidelines (POLICY 3.604) we will no longer use the Check Request Form. **All expenditures must be pre-approved in writing** using form PCS-16 (In-School Purchase Order) as follows. These guidelines must also be followed for staff reimbursement requests.

Before Purchase:
- In-School Purchase Order must be **complete.**
- Principal must sign to indicate approval.
- Submit to Bookkeeper for assignment of Purchase Order Number.
- Once the PO number is assigned, the employee will receive the pink copy and is approved to make the purchase.
- The employee will submit (mail/fax) the order to be processed.

After Purchase:
- Employees will sign and date the invoice/receipt and staple to the PO white copy.
- Indicate invoice amount (**not to exceed approved amount**) in the rectangle shaped box located at the bottom section of PO.
- Submit the completed white copy with invoice/receipt to Bookkeeper for payment.

Note:
- Vendor name is the person or agency in which payment will be made.
- Activity Account must be indicated (see Bookkeeper if you don't know which account to use).
- Shipping Charges must be indicated.
- 7% NC Sales Tax must be calculated (including shipping charges).
- Reimbursements request will not be processed unless the above In-School Purchase Order Guidelines are followed.
- Receipts for reimbursements must be submitted within two weeks of purchase and be signed.
- Expenses will only be reimbursed up to the approved amount.
- **<u>Employee can/will be held financially responsible for any unauthorized expenses.</u>**

- **WE CANNOT BUY GIFT CARDS OR DO REIMBURSEMENTS**

Section 4
Student Expectations & Responsibilities

4.2 Athletic Eligibility

Athletic Insurance for 2025-2026 School Year

You may acquire information regarding this insurance through the Athletic Director, Daniel Hall or on the Pitt County Schools website.

Attendance Policy for Participating on Sport Teams/Events

1. A student must be in attendance 85% of the previous semester to be eligible for a sport.
2. Students must be present in school until 11:15 am or report to school by 11:15 am to be eligible to participate in a game the same day.

Athletics Academic Policy

Athletes are expected to be students first. Students must pass 5 out of 6 classes the previous marking period. If a student fails more than one class during the season that student will be removed from the team. Grades will be checked periodically throughout each sport's season.

Athletics Discipline Policy

Office Referral	Athletics Discipline
1st Referral	No practice or game the day of referral and/or 1 game Suspension
2nd Referral	No practice or game the day of referral and/or 2 game Suspension
3rd Referral	Off the team for the remainder of that sports season
OSS	Off the team for the remainder of that sports season
>=2 OSS	Ineligible for any sport the remainder of school year.

4.3 Student Attendance (Policy 10.101)

Only an administrator can approve an Educational Absence. The Educational Absence must be approved in advance and signed by Principal or Assistant Principal prior to the date being excused. The parent must send a letter in writing in advance requesting an Educational Absence.

Student Discipline

Link to Major-Minor Chart- [Major/Minor Chart link]

At Chicod School, we have clearly defined rules and expectations, which lead to a safe and positive learning environment. The Positive Behavior Interventions & Supports (PBIS) system will be utilized to encourage positive behaviors. Any behavior that disrupts the learning environment for others is unacceptable, and will result in consequences for the offender. Teachers are expected to provide rigorous and engaging learning activities through extensive lesson planning to help minimize student disengagement and minimize student disruptions. Teachers and administration will use a systematic approach in assigning consequences for general student misbehaviors (excluding Levels II, III, IV, and V according to the PCS Code of Conduct).

Classroom/Bus Consequences Assigned by Teacher/Bus Driver (excluding Levels II, III, IV, and V Offenses)
Minors

1st Offense	Warning - Parent Contact
2nd Offense	Bounce/Silent Lunch/Recess Detention - Parent Contact
3rd Offense	Silent Lunch/Recess Detention - Parent Contact
4th Offense	Office Referral (Major) - Parent Contact

*All Classroom Consequences must be documented in the Educators Handbook.

This Classroom Behavior Rubric repeats itself after each subsequent Office Referral.

Office Referral Consequences (excluding Levels III, IV, and V Offenses)
Majors

1st Office Referral	Administrative Conference/Silent Lunch
2nd Office Referral	2 Hours ISS
3rd Office Referral	Half Day ISS
4th Office Referral	Project Equal during school (2 hours)

5th Office Referral	Project Equal after school (2 hours)
6th Office Referral	OSS 1 Day
7th Office Referral	OSS 2 Days

Subsequent Consequences	Additional OSS Days and/or recommendation for long term suspension

Bus Conduct

At Chicod School, we have clearly defined rules and expectations, which lead to a safe and positive environment for all bus riders. If a student behaves in a way that is distracting or dangerous to the driver, the driver is to report the misbehavior to the office. Pitt County Bus Rules are found on page B-54 of this handbook. The driver will assign seats and post a seating chart at the front of the bus. Chicod has summarized the rules and expectations as follows:

1. **Be at your bus stop (15 minutes prior to assigned pick up time) and follow safety guidelines when boarding the bus.**
2. **Follow the directions of your driver.**
3. **Take a seat quickly and remain seated until exiting the bus.**
4. **Keep your hands and feet to yourself.**
5. **No eating, drinking, or chewing gum while on the bus.**
6. **Talk quietly to your seat partner.**

Students at all times while riding a school bus or other school vehicle shall observe the directives of the school bus driver. The following conduct (Pitt County School Board Policy #6.201-F) is specifically prohibited and may result in temporary or permanent suspension from school transportation services and/or from school:

1. **Delaying the bus schedule.**
2. **Fighting, smoking, using profanity, and/or refusing to obey the driver's instructions.**
3. **Tampering with or willfully damaging the school vehicle.**
4. **Getting off at an unauthorized stop.**
5. **Distracting the driver's attention by participating in disruptive behavior while the driver is operating the bus.**
6. **Failing to observe established safety rules and regulations.**
7. **Trespassing on a school bus.**
8. **Violating any other rule of the Code of Student Conduct while on the bus or other school vehicles.**

If a student is suspended from the bus, it is the parent's responsibility to transport the student to and from school.

Consequences for Bus misbehavior: (Exceptions: Fighting, drugs, and weapons): Refer to the PBIS Major/Minor Chart.

First Offense:	Verbal warning
Second Offense:	1 Day Bus Suspension
Third Offense:	3 Day Bus Suspension
Fourth Offense:	5 Day Bus Suspension
Fifth Offense:	7 Day Bus Suspension
Six or more:	10 Day Bus Suspension and/or year long suspension

Cafeteria Behavior
(1) Students will remain silent while in the lunch line until they have passed the cashiers.
(2) Have money ready.
(3) Know the lunch number.
(4) Students may only go through the line once.
(5) Each classroom is to assign at least one adult and two students to clean up the lunch area. Tables and seats need to be wiped off, swept under and all trash thrown away.

Dance Participation Policy

Dances sponsored at the school require students to comply with the standard code of conduct expected at any other extracurricular activity.

Dress code:
- Students must wear attire that covers the chest, stomach, lower back, buttocks, and upper thighs at all times.

- Clothing should fit securely and not expose undergarments or bare skin in areas that should remain covered, even when dancing or moving.

- Dresses, skirts, and shorts must be an appropriate length (generally fingertip length or longer) and must remain in place when sitting or walking.

- Sheer or see-through fabrics may only be worn over areas that are otherwise fully covered by clothing that meets the guidelines.

- Shoes must be worn at all times. Students should wear shoes that are safe and appropriate for dancing.

Attendance: Students are required to attend school for at least half of the day of the date of the dance.

Behavior: Students are required to stay in the location of the dance throughout. There is to be no loitering outside and students are not permitted in any other location of the building.

Students that fail to comply with the dress and/or attendance requirement will be banned from future dances for the remainder of the school year (including the 8th grade dance).

Students who receive a suspension from the beginning of the school year until the first dance are not allowed to attend the next dance. The same procedure will apply for the time period between future dances. The dance sponsor should request suspension information a week prior to the dance to notify ineligible students.

Communication Devices (including cell phones and smart watches)

PCS Policy Update
PCS is updating its district cell phone policy to align with the new North Carolina law. The updated policy will give principals discretion to set school rules; however, **at a minimum, students in grades K–8 must have devices put away from the morning bell to the afternoon bell**. "Put away" means silenced, turned off, and stored out of sight in a locker, backpack, or other secure location.

This rule applies to **all personal wireless devices**, including cell phones and smart watches.

Chicod School Expectations:

- Cell phones and smart watches must be turned off and stored in lockers during the school day.

- **K–8 students may not use cell phones at any time while on school buses.**

- Devices should not be out, visible, or in use anywhere on campus or on the bus without permission from a school staff member.

Consequences for Violations:

1. **1st Offense** – Teacher warning, documented in Educator's Handbook as a minor infraction.

2. **2nd Offense** – Device(s) confiscated, marked as a minor infraction, and a parent/guardian must pick up the device.

3. **3rd Offense** – Device(s) confiscated, office referral issued in Educator's Handbook, and a parent/guardian must pick up the device.

4.4 PCS Student Dress Code and Appearance Policy Chicod School Student Dress Code and Appearance Expectations

Student Dress Code and AppearanceChicid School Policy Code: 4316

The board believes that responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment.

All students are expected to dress in a neat manner and conform to standards of good taste and decency in their dress while attending school sponsored classes and activities. The final decision in determining appropriate dress and appearance shall rest with the School Administration. Failure to adhere to established dress and appearance codes may result in disciplinary action.

A. Minimum Requirements:

1. Clothing should be age appropriate, properly fitted, and suitable for the learning environment.

2. Spirit wear, district/county programs/colleges/universities and community organizations clothing items are permissible.

3. Shirts/tops must have sleeves, cover the chest and back from arm to arm.

4. Bottoms (pants, shorts, skirts) must be mid-thigh in length and worn at the waist.

5. When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from arm to arm to mid-thigh with no exposed undergarments.

6. Shoes must be worn at all times and must conform to requirements for specific classes.

7. Hoodies and hooded jackets may not have the hood covering the head while in a school building. Continued violation of this requirement may/shall result in not being allowed to wear a hoodie at school.

B. Additional Requirements:

1. Attire, accessories and/or grooming depicting or advocating violence, criminal activity, gang- related activity, use of tobacco, alcohol or drugs, pornography or substance abuse are prohibited.

2. Pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal.

3. Headgear including hats, hoodies, bandanas, sunglasses, and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.

4. Manufacturer's logos, personal monograms or principal/school approved logos, insignias, logos, labels, graphics, words and/or pictures that are appropriate may be displayed on shirts.

C. Exceptions:

1. Religious or Medical Waivers

Reasonable consideration will be made for students with certain religious beliefs or medical reasons. A waiver may be requested for a particular requirement for dress or appearance on an annual basis. In considering a waiver request, the principal or designee has the right to request additional documentation from medical officials and/or religious leaders.

2. Special Activity Accommodations

The principal shall make reasonable accommodations for students involved in special duties, activities, or projects approved by the school. Such special duties, activities, and projects include, but are not be limited to, athletics, P.E. classes, and other activities that require non-conforming dress on a school campus during the school day. Students who are taking classes that require a special dress code (such as JROTC or career and technical education internships) may wear that clothing to other classes.

D. Enforcement:

Each principal shall ensure that this policy is enforced consistently in their school. Before receiving disciplinary consequences, a student who is not in compliance with this policy will be given the opportunity within a reasonable period of time to change into acceptable clothing by using available clothes at school or by calling a parent to bring acceptable clothes. Disciplinary consequences for a student who fails to comply will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: G.S. 115C-47, -390.2

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of

Student Behavior (policy 4302), Disruptive Behavior (policy 4315), Gang-Related Activity

(policy 4328)

Adopted: August 1, 2016

Revised: June 5, 2017

Revised: May 5, 2018

Revised: May 24, 2018 (technical corrections only)

Revised: August 3, 2020

Revised: May 2, 2022

4.5 Positive Behavioral Interventions and Supports (PBIS)

Chicod School implements Positive Behavioral Interventions and Supports (PBIS) as a proactive approach to promoting a safe, respectful, and productive learning environment. PBIS sets clear expectations for behavior, teaches those expectations, and recognizes students for meeting them.

Our PBIS framework focuses on:

- Clear, consistent expectations across all settings

- Direct teaching of school-wide expectations

- Positive reinforcement to encourage desired behaviors

- Data-driven decision making to address behavior trends

The PBIS Matrices outline specific expectations for different areas of the school, such as hallways, cafeteria, playground, and classrooms.

View Chicod's PBIS Matrices: [here]

4.6 Student Fees
K-8 will be day users. Students will be required to pay $15 for tech fees. (One payment of $25 will be collected from each student so $15 will go toward their tech fee and $10 will go toward their school fee.)

4.7 Locks

- Lockers for 7th and 8th grade students have built-in locks, so no additional lock purchase is necessary. Rising 5th graders are required to purchase a lock. These locks are then passed along to 6th grade teachers, so rising 6th graders do not need to purchase a new lock unless they are new to Chicod.

Section 5
Academic Programs & Student Support

5.1 Grading Students

All grades 3 through 8 and all subject areas will use the following grading scale:
Test - 40%
Classwork - 30%
Quiz - 20%
Homework - 10%

If no homework is given for course use the following grading scale:
Test - 40%
Classwork - 30%
Quiz - 30%

- Teachers are responsible for grading students taking into account their learning experiences and range of abilities.
- Grading should be based on the progress the student shows based on the applicable standard of achievement.
- In math and reading teachers will give at least three tests, three quizzes, classwork and homework each nine weeks to substantiate the grades earned by students and will keep such records in a grade book. In science and social studies teachers will give at least nine grades total.
- When averaging grades, teachers will give the student the next highest whole number when the grade is one-half or more.
- Students are not to grade tests or record grades on behalf of the teacher.
- All grades will be entered into Infinite Campus within 5 days following a test.
- Grades are not to be lowered because of poor conduct and students will not receive silent lunch for failure to return paperwork (progress reports, report cards, etc…).
- Teachers must include comments on report cards. Teachers will use the comment area on the report cards for meaningful remarks and will request conferences as needed to discuss progress.
- The principal has the authority to change a grade, but will not do so without consulting the teacher.
- Interim progress reports in all core courses which have nine week grading periods are provided to students. Interim Reports are required for any student experiencing difficulty. Difficulty is defined as failing or dropping more than one grade.
- Teachers will give a minimum failing grade of 50. All failing grades and poor levels of progress should be clearly indicated on the mid-term progress report with the actual grade.

- PCS uses a 10 point grading scale in grades 3-8.
- Every grade level must be consistent with grading practices.
- Students may submit work late up to three days past the due date when absent.
- No homework will be accepted late unless you are absent.
- For each test, enrich, remediate and retest all students. Use a shorter assessment (7-10 questions). This may occur during your intervention block or small group in class. A minimum of 2-3 days of remediation is required prior to retesting.
- Those that **do not** pass with a 70% or higher are required to retest. Students who **do** pass, will be given the option to retest. Retest grades replace original grades for all students unless:
  - For multi-standard tests students may retest only the standard they were not proficient. Instead of replacing the initial assessment grade in Infinite Campus, post the new grade as a quiz grade. Students will keep the original test grade for multi standard tests.
- Communicate grading policy to parents and guardians via Open House, Curriculum Night, Class Dojo or Weekly folder.

5.2 Promotion/Retention Standards

Promotion and retention decisions are based on North Carolina State Board of Education policy and Pitt County Schools' guidelines. Students are expected to demonstrate grade-level proficiency in reading, mathematics, and science (tested grades). In grades K–2, promotion is determined through teacher observation, student work, and mCLASS/DIBELS assessments. In grades 3–8, promotion requires satisfactory performance on End-of-Grade (EOG) assessments, classroom grades, and teacher/principal recommendations. Students who do not meet promotion standards may be provided with additional interventions, summer learning opportunities, or retention based on a team decision.

5.3 Exceptional Children Services

Chicod School provides services in compliance with the Individuals with Disabilities Education Act (IDEA). Exceptional Children (EC) staff collaborate with classroom teachers to ensure that Individualized Education Programs (IEPs) are implemented with fidelity. Services may include resource support, inclusion with accommodations, speech/language therapy, occupational/physical therapy, and specialized instruction. Parents are active participants in the IEP process, and progress toward goals is shared regularly.

5.4 Academically/Intellectually Gifted (AIG) Program

The AIG program identifies and serves students who demonstrate high performance or potential in intellectual or academic areas. Identification is based on multiple criteria, including but not limited to EOG scores and aptitude tests. Chicod's AIG services include differentiated instruction within the classroom, pull-out enrichment groups, and

opportunities for acceleration.

5.5 English Learners (EL) Support

Students identified as English Learners receive support through English as a Second Language (ESL) services in alignment with state and federal requirements. The WIDA ACCESS assessment is administered annually to monitor progress in reading, writing, speaking, and listening. EL teachers collaborate with classroom teachers to provide language development strategies and accommodations. Parent communication is provided in the family's preferred language whenever possible.

5.6 504 Plans & Accommodations

Section 504 of the Rehabilitation Act of 1973 ensures that students with a physical or mental impairment that substantially limits one or more major life activities have equal access to education. A 504 team, which includes parents, teachers, counselors, and administrators, develops an accommodation plan tailored to the student's needs. Examples of accommodations include extended time, preferential seating, or modified assignments. Plans are reviewed annually.

5.7 Counseling Services

Chicod School provides a comprehensive school counseling program that supports students' academic, social/emotional, and career development. School counselors meet with students individually, in small groups, and through classroom lessons. Services include crisis support, character education, conflict resolution, and transition planning. Counselors also collaborate with families, teachers, and community agencies to ensure students have the support they need to thrive.

5.8 Peer Helper Program
- The *Peer Helper* program is designed to provide peer support for **student learning** in grades K-5. Middle School students (7th & 8th) are assigned to a K-5 classroom during the middle school student's Encore time. The following is a chart of the expectations of learning activities that peer helpers may assist with.

Acceptable/Suggested Activities	Not Acceptable Activities
- SEL Support - Peer Mentor - Academic Tutor - Restroom/Hallway Teacher Support w/ Staff Presence	- Grading - Entering Information in Infinite Campus - Copying Documents in Workrooms - Monitoring Classroom without Teacher Presence - Access to Student Personal Information

5.9 Media Center Policies & Checkout Procedures

The Chicod School Media Center promotes information and digital literacy to all of our learners. We seek to provide a space where our students feel inclusive, safe, and empowered. The media center at Chicod School will serve as a space for our learners to read, create, and innovate.

Hours of Operation: The media center is open daily during school hours. Classes are scheduled to visit, and students may also visit individually with teacher permission. Students are issued a library card to help the checkout process.

- **Checkout Limits:**
  - Kindergarten–1st grade: 1 book at a time
  - Grades 2–5: Up to 2 books at a time
  - Grades 6–8: Up to 2 books at a time
- **Loan Period:** Books are checked out for two weeks and may be renewed unless the book is on hold for another student.
- **Overdue Materials:** Students are expected to return library books by their due date. While overdue notices are sent home as reminders, no late fees are charged. However, if a book is lost and cannot be located, a replacement fee will be assessed. Please note that students will not be able to check out additional books until the fee is paid.
- **Damaged Books:** Each school year, students receive instruction on proper book care practices. Fines are assessed for books that are intentionally damaged, have missing pages, show signs of water or food damage, or have been chewed by an animal. Please note that any damage fees must be paid before a student is permitted to check out additional books.
- **Technology & Resources:** Students may use media center computers and devices for research, learning activities, and school projects under staff supervision. Internet use must comply with the district's acceptable use policy.
- **Behavior Expectations:** Students are expected to respect media center staff, use inside voices, and handle all materials with care.

5.11 Artificial Intelligence Usage

[PCS Generative Student Guidelines link, PCS Generative Teacher Guidelines link]

We will embrace the responsible use of AI as a learning tool while maintaining academic integrity. For each assignment, I will clearly specify the allowed level of AI usage, ranging from no AI use to full AI collaboration. When AI is used, you must always cite this assistance, provide links to AI interactions, and include your original work. You are expected to follow these guidelines and be prepared to discuss and evaluate AI

contributions. This policy will help you learn digital, proper citation practices, and critical thinking while you develop essential writing and analytical skills. Remember, the goal is for everyone to learn and grow in their abilities.

Student Agreement

Artificial intelligence (AI) can help me learn better and is important for my future, so I promise to use it responsibly and make smart choices.

- I will use AI tools responsibly and will not use AI in a way that could harm myself or others.
- I will not share personal or confidential information with an AI tool.
- I will only use AI to support my learning and will follow my school's rules and teacher's instructions on when and how to use AI on an assignment.
- I will be honest about when I use AI to help with assignments, and I will not turn in work that is fully created by an AI as my own. I will always cite AI assistance when I use it.
- If I use AI, I will review its work for mistakes.
- I will check with my teacher when unsure about what is acceptable.

Student Signature _____

Section 6
Safety & Emergency Protocols

6.1 Emergency Procedures

All classroom and exterior doors MUST remain closed and locked at all times.

Bomb Threats

A warning alarm in the same pattern as a Fire Drill will be heard.
 If there is an area identified as an imminent threat, Crisis Team Members will go to each group of students in the assigned area and direct the teacher to an alternate location. Expect the sports fields to be used in this instance.

Fire Drills

The laws of our state, the rules and regulations of our school board, and safe practices require that children in our school be trained to leave the school building in accordance

with procedures known as a fire drill.
 The first fire drill of the year will take place within the first ten days of school.

Signal: Continuous on/off buzz from the fire alarm system. In case of a power failure, the signal will be through oral communication or by using an air horn.

Fire Drill Procedures:

- See the map in your classroom for an exit route (mandatory to have posted). See Mrs. Rogister if yours is missing.

- Close all windows and doors.

- Leave the building quickly and quietly, keeping in mind several classes may use the same exit.

- Students should exit at least 50 feet from the building and then turn and face the building.

- The teacher should follow students out to confirm the room is vacant.

- Students should not loiter or retrieve coats/books.

- In the event of a blocked exit, use the closest alternate route.

- Teachers should have their class grade book and Crisis Lockdown Procedures with them.

- In case of fire, the teacher has complete responsibility for his/her group.

- Signal to return: Announcement that the building is secure or a long bell. Students reenter quietly and in an orderly manner.

Tornado Drills

Tornado Watch: Review tornado plan and notify all teachers of impending weather conditions.
 Tornado Warning: Lower blinds and drapes and relocate students to areas indicated on the relocation chart.

Procedure:

- Be sure all students know where their drill area is located. Approximately 30–60 minutes advance warning will be issued.

- Signal: Steady ringing tone.

- Lower blinds and drapes.

- Proceed in line from your classroom to designated areas as indicated. Students walk quickly and silently.

- Shared and office personnel proceed to the nearest designated area and assist teachers.

- Classes in the cafeteria leave all items on tables and move quickly to their designated areas.

- Staff/students not with their classes should immediately return to their class.

- Students lay face down, draw knees under their body, and cover the back of their head with their hands. Coats/jackets may be used for protection.

- Teachers must remain with their students and ensure all are present until the "all clear" announcement.

Other Weather Warning Conditions

Severe Thunderstorm Watch: Conditions are such that a severe thunderstorm may develop.
Severe Thunderstorm Warning: A severe thunderstorm has developed and will probably affect the stated areas.

Procedure:

- Relocate all students from portable classrooms to the main school building using the relocation chart.

6.2 Medication Policy & Procedures
Sick Student Procedure

COVID Updates
When NCDHHS sunset the NC StrongSchools Toolkit, schools were recommended to follow CDC guidelines and to follow the guidance of their local health director. Pitt County Schools will operate under the following guidelines.

Management of Student Illness
- Students who are sick should be managed per pre-Covid-19 illness protocols and may return to school when they are well.
- Students must be fever free for at least 24 hours (without fever-reducing medication).
- The student should have no vomiting or diarrhea for at least 12 hours from the last episode.
- Students should feel well enough to fully participate in school activities.

- Students are no longer required to be "cleared" to return to school~ no covid test or MD clearance is required to return following illness.
- Students who become sick while at school should be directed home by their supervising teacher/staff member.

- ❖ **Any student presenting a fever or symptoms of illness during the school day** Teacher will contact the parent for the parent to come and pick up the student.

Student Medication Distribution

- ❖ Students should be sent to the main office at the appropriate time the student is to receive the medication. Office staff will administer the medication in the nurse's office to protect the privacy of the student.

Medication Policy (Policy 10.607)
School Responsibilities
1. Inform parents of medication policy and need for Authorization for Medication Form.
2. Provide Authorization for Medication Forms to parents and doctors' offices.
3. File properly documented Authorization for Medication Forms in principal's/designee's office. (student's record)
4. With proper Authorization for Medication Forms, administrator medications (prescription and non-prescription) and document online.
5. Store medications and medication records in a secure/locked file.
6. At the end of the school year, file in individual student's health file Authorization for Medication Forms and daily medication log.

School nurse will cover all information and documentation procedures required in Medication/Health Manual.

Parents' Responsibilities:
1. Obtain Authorization for Medication Form from school/physician's office.
2. Complete parent information and have physician's office complete Authorization for Medication Form.
3. Have pharmacist label two containers if medication must be administered at school.
4. Deliver all medications (prescription and non-prescription) to and from school in original container for elementary and middle school students.
5. Inform the school principal of any serious changes in the child's health or any change in medication. Changes in medication, including altered dosages, require authorization from prescribing physician.

Exceptions:
1. All students may transport and self-administer medication with prescribed inhalers if authorized by the physician.

2. High school students may transport and administer their own medication with proper documentation on the Authorization for Medication Form.

Nurse

Responsibilities:
- Case Management and consultation of children with chronic illness.
- Develop Health (IHPs) and Emergency Action plans (EAPs).
- Health Promotion and Education for students, staff and families.

Students who are sick may not be left in the nurse's office without an adult for supervision.

Examples of Appropriate Referrals: (complete referral and place in nurse's box)
- Student hospitalization
- Frequent absences due to illness
- Vision
- Dental Concerns
- Parent/Guardian non-compliance of medical needs
- Immunization
- Pregnancy

6.3 Immunizations

- Immunizations are to be checked for all students (K-8). If immunizations are complete, the data manager should sign and initial the front of the cumulative folder. If immunizations are not complete, email a list of student names to Mrs. Piscorik **no later than September 24, 2025.**

6.4 Crisis Response Plan

6.6 Child Abuse/ Neglect

All employees of Pitt County Schools who have reasonable cause to suspect the abuse or neglect of any child under the age of eighteen shall comply with the provision of the Child Abuse Reporting Law as contained in Article 44 of the NC Juvenile Code.

All employees will extend their full and complete cooperation to personnel from the Pitt County Department of Social Services and to any state and local law enforcement officers who may be called upon by the Department of Social Services to assist in the investigation and evaluation of any report of abuse or neglect.

The superintendent or their designee shall develop administrative regulations, forms and procedures necessary for the proper implementation of this policy. These regulations will also include extracts of the Child Abuse Reporting Law so that all school personnel may

familiarize themselves with their duties and responsibilities. Report any cases of child abuse or neglect to an administrator, guidance counselor, or social worker

6.5 Visitor Check-In/Out Procedures

Section 7
Student Activities, Services, and School Partnerships

7.1 Arrival/Dismissal (Parent Version)

To ensure student safety and efficient traffic flow, Chicod School uses a two-line system for arrival and dismissal:

- K–3 Car Line: For all kindergarten through 3rd grade students.

- 4–8 Car Line: For all 4th through 8th grade students.

- Siblings: Families with students in multiple grades should use the line for the youngest sibling so all children can be dropped off or picked up together.

Arrival:

- Students may begin arriving at 7:15 a.m.

- The tardy bell rings at 7:40 a.m. — students arriving after this time must check in at the office to receive a ticket.

- Parents may walk students in for the first week of school. Starting Tuesday September 2, 2025, students will walk in independently.

Dismissal:

- Afternoon dismissal begins at 2:30 p.m.

- Chicod uses the PikMyKid app for carline dismissal. Parents/guardians must check in through the app before arriving in the carline.

- Please follow staff directions and posted signage to keep traffic moving safely and efficiently.

Reminders:

- Remain in your vehicle during drop-off and pick-up.

- Have your PikMyKid car tag visible.

- Avoid using cell phones in the carline for safety.

- Independence Day is Tuesday September 2. All students will enter the building independently and go to their classroom.

Helpful Links:

- [Carline Map – Click Here]

- [PikMyKid Registration & Instructions – Click Here]

7.2 Drop Off Items:
- Any items forgotten at home need to be dropped off in the office by 9:00am, this includes the following, but not limited to: lunches, clothing, folders, water bottles, instruments, sporting equipment, ANY item your student would need throughout the school day. Items will not be accepted past 9:00a.m. This policy is in place to prevent constant interruptions to instruction throughout the school day.

7.3 Early Sign Out:
- If you need to sign your student out early, you need to be in the building before 2:00pm with your ID or Pik My Kid number. There will be no sign outs after 2:00pm.

7.4 Student Schedule Changes
All **Student Schedule Changes** will be evaluated by the principal. The principal will make all final decisions on any schedule change. If a parent/guardian wants to drop one of their child's encore courses, they must follow these steps within the first 5 days of the semester:
1. Parent/Guardians must contact the encore teacher (via Dojo or email) AND Mrs. Bunting (buntina@pitt.k12.nc.us) to request unenrollment.
2. Provide three alternative encore options for replacement. Based on enrollment numbers, an encore course will be assigned to your child.
3. Keep in mind that once the drop/add period ends, no further requests for encore changes can be accommodated during the semester.
4. Semester Request Deadlines: (must be made that day by 3 p.m.)
   a. 1st Semester: August 29, 2025
   b. 2nd Semester: January 23, 2026

7.5 Ride Changes

- Due to the overwhelming number of early sign-outs and ride changes, we have asked if parents are signing students out or making ride changes, they need to do so before 1:45 during normal operating hours. Parents are directed to your voicemail, email or the designated communication app. **No Bus changes will be approved.**

7.2 Open House & Parent Conference Dates

- Open House: August 21, 2025 from 5:00 - 7:30
- Parent/Teacher Conferences: October 16, 2025
- Parent/Teacher Conferences: February 26, 2026

7.3 PTO Information
- Staff, parents and guardians are encouraged to join the PTO. [PTO Membership link]
- All staff are required to volunteer for a shift at one PTO event.
- 2025-2026 PTO Officers

7.4 Volunteer Opportunities
We believe that a strong partnership between home and school helps every student succeed. Our Parent Teacher Organization (PTO) plays an important role in supporting our school through events, fundraising, and volunteer opportunities. We encourage all families to get involved! Whether you have time during the school day, evenings, or from home, there are many ways to contribute.

If you are interested in volunteering or learning more about upcoming PTO activities, please contact the PTO at [chicodschoolpto@gmail.com]. Your involvement makes a difference and helps us continue to provide the best experience for our students.

7. 5 School Events Calendar

- Refer to:

  - Google Calendar – "Chicod Master Calendar" for school events shared with the public.

7.6 Chicod Student Government Association
Purpose
The Student Government Association (SGA) is designed to foster leadership skills, encourage school spirit, and teach democratic principles among students. As a student-run organization that represents the entire student body, SGA allows students to express concerns and take a stand on important issues. SGA strives to lead by example in the areas of academics, extra-curricular activities, community service, school spirit, student events, and student-teacher relations. SGA members should be role models for

other students, both in and out of the classroom. The SGA at Chicod School strives to provide effective leadership opportunities for students to bring about positive change in our school and community.

Membership-Elections
Homeroom teachers must review the purpose of SGA, and the qualifications of an SGA member prior to the selection process.

Class Representatives: *Elections September 15-19.*
Each homeroom class in grades 4-8 elects 2 representatives.
Link to input class representatives by Friday September 19: 2025-2026 SGA Representatives

First Meeting: *Week of September 22nd.*
Officers: *Candidates Campaign September 29 - October 3; Election Day October 6*
Each class representative in grades 6-8 will have the opportunity to be a candidate and be elected as an SGA officer for the following positions:

President - 8th grade
Vice President - 7th grade
Secretary - 6th grade

Meetings
SGA Meetings will be held once a month.

Service Projects
One of the primary goals of SGA is to organize, and coordinate community and school service projects. Example: "Operation Santa Claus."

Faculty Advisor/Sponsor
Mrs. Jennifer Sumerlin

7.7 After-School Enrichment Program
- This program will be offered at Chicod School through Pitt County Schools and Recreation Department beginning the first day of school and the end on the last day of school. The program will operate on regular school days from 2:30 p.m. until 6:00 p.m. and on teacher workdays from 7:30 a.m. until 6:00 p.m. The program will also follow the Pitt County Schools' early dismissal and closing procedures for weather emergencies. Parents will be responsible for picking up children in the event of such early closings. This program will not operate if schools are closed due to inclement weather and the program will not operate during holidays and certain designated days.

7.8 Cafeteria Menus

- [PCS Cafeteria Menus link]

Section 8
Field Trips and Applicable Forms

8.1 Field Trips
Classes will take a **minimum** of 2 field trips per year. A guest speaker can serve as one of the field trips. At least one off campus field trip is required. A charge for gas and drivers (if an IA is not used) will be assessed. Please check with Mr. Speas and Mrs. Heath for the amount to charge for the trip. Teachers will charge appropriately if chartered buses are used for longer trips.

Field Trips are to serve an instructional purpose that is an extension of the NC Standard Course of Study goals and objectives. **Students are expected to use the mode of transportation being provided by the school.   Parents must request in writing prior to the trip if alternate transportation is needed.** Any student may order a bag lunch through the cafeteria for the trip.

Field Trips – Meal Request Form
Teachers are to let the cafeteria know at least **four weeks in advance** if their class will be going on a field trip. The Cafeteria Meal Request form is to be completed and turned into the cafeteria manager as notification. It will be the teacher's responsibility to add or delete names from the list. The last day to make changes on the list is **two days prior** to the field trip; no exceptions. Lunches are to be picked up in the cafeteria the day of the trip.

Before any paperwork goes home, you must meet with Mrs. Heath to go over the SchoolCashOnline payment options and prices.

County Forms/Planning Checklist/List of Suggested Field Trips is located on pages 45-50.

8.2 Suggested Field Trips
Kindergarten
- Agricultural Experience – Briley's Farm – harvest, animals, plants in the field, plant seeds, corn maze (choose fall or spring)
- Kinston Nature Park – will design grade specific program

1st Grade

- Wilson to Rocky Mount Train Ride
- ImperiaFl Center Children's Museum – Rocky Mount

2nd Grade
- Washington Estuarium
- Village of Yesteryear / local economics trips

3rd Grade
- Aurora – Texas Gulf
- Local Community trips – Economy, community helpers, Local Government, Fire/rescue, Library

4th Grade
- Raleigh – Government Complex – Museum of Natural History
- Tryon Palace – New Bern

5th Grade
- Atlantic Beach – Fort Macon, NC Aquarium
- Winton – Meherrin Indian culture, dance, drums, pottery, beading

6th Grade
- Beaufort Maritime Museum
- Pitt County Agriculture Center

7th Grade
- Raleigh – National Weather service and climate office – NC State Centennial Campus
- Health Sciences experience – ECU School of Med/Hospital Tours Surgery, Heliport, etc.

8th Grade
- Outer Banks – Lost Colony, NC Aquarium, Jockey's Ridge, Blackbeard's Lair
- Raleigh – Agriculture and careers – NC State University Centennial Campus

These places have grade level specific programs.	These places will bring the experience to your school.
Imagination Station – Wilson	NC Museum of Art
River Park North – Greenville	NC Aquarium
Goose Creek	NC Planetarium
Emerge Gallery	Fire Dept/Park Rangers
	Charles B. Aycock Birthplace

Community Service Projects (Places your students can serve.)

- Homeless Shelters
- Food Bank
- First Born Community
- Oprah Ambassadors
- Senior Citizen Homes and Groups
- Foster Care Groups
- Operation In As Much

Chicod Field Trip Planning Checklist

1. _____ Trip Approval Forms
2. _____ Date/Time Information - ***Check School's Master Calendar with Amy Morrisette**
3. School Cash Form must be completed with payroll before letters or a price is determined.
4. _____ Date _____
5. _____ Departure Time _____
6. _____ Arrival Time at Destination _____
7. _____ Time Returning to School _____
8. _____ Dress Code – If uniforms will not be worn, explain why_____
   _____
9. _____ Loading/Unloading Area
10. _____ Bus # _____
11. Bus Drivers _____
12. _____ Cost per Child Payer/Account – *Talk with Mrs. Heath.
13. _____ Chaperones (1/15) _____ Parents _____ Interns
14. _____ Permission Form
15. _____ Phone #/Emergency # on File for Trip
16. _____ Parent Permission to Transport To/From
17. _____ Medical (30 days prior to event)
18. _____ Authorization on File (30 days prior to event)
19. _____ Meds for Students taken during School (30 days prior to event)
20. _____ Lunch / Contact the Cafeteria (How many bag lunches if needed.)
21. _____ _____Approval (Hayes/Rogister/Speas)

EXHIBIT 9.404-A

8. 4 Filed Trip Approval Request and Planning Sheet

PITT COUNTY SCHOOLS
FIELD TRIP APPROVAL REQUEST AND PLANNING SHEET

School: _____

Group:_____

Destination: _____ City: _____

Dates of proposed trip:_____ Number of students: _____

Total days of trip: _____   Instructional days away from school: _____

Departure time: _____ Return time: _____

Purpose of trip: List instructional objectives related to North Carolina Standard Course of Study and planned follow-up activities. Attach additional sheets if necessary.

_____
_____
_____
_____
_____

Chaperones: school personnel: Chaperones: parents (anticipated number)

_____   _____
_____   _____
_____   _____

Transportation method:_____   Trip cost: _____ Cost to student: _____

Teacher(s): _____Principal: _____Date: _____

Overnight and out-of-state trips require Superintendent (or designee) signature:

_____

****
OUT-OF-COUNTRY FIELD TRIP APPROVED BY THE
PITT COUNTY BOARD OF EDUCATION

YES: _____   NO: _____   DATE: _____

*The principal must secure approval from the Superintendent or his/her designee for overnight and out-of-state trips, at least one month in advance of the trip.

8. 4 PCS Parent/Guardian Permission Form For Field Trip

EXHIBIT 9.404-B

PITT COUNTY SCHOOLS
PARENT/GUARDIAN PERMISSION FORM FOR FIELD TRIP

As parent/guardian of _____, I give
(name of student)

permission for his/her participation in the_____ sponsored field trip
on _____.   (school)

The itinerary includes the following:

Departure_____ a.m   Return _____ p.m

Destination_____

Total cost to student _____

Place of lodging (if overnight) __N/A_____

In case of emergency please contact:

Parent/guardian: _____   Address: _____

Phone number: _____   Work phone: _____

If parents cannot be reached, please contact:

Name: _____Relationship: _____

Phone number: _____   Work phone: _____

Teacher(s)/chaperones(s) involved:

_____

_____

Comments:_____

Signed:_____   Date: _____

(parent/guardian)

.404-C

8. 4 PCS Medical Authorization for Field Trips

PITT COUNTY SCHOOLS
MEDICAL AUTHORIZATION FOR FIELD TRIPS

I understand that the school will provide adult supervision and take reasonable precautions to provide a safe environment for students on field trips. I also recognize that there are risks to travel and Pitt County Schools cannot guarantee my child's safety.

If there is an accident or injury that results in a medical emergency affecting my child while on a field trip, and school personnel are unable to reach me to give permission for treatment, I, the parent/guardian of _____, a student at _____ School, do hereby grant permission to the adults supervising the school field trip, or to any licensed hospital or physician, to authorize emergency medical treatment for my child during said field trip. I agree to hold the responsible party who grants such permission harmless for that act and hereby release that individual from any liability in connection with granting permission for treatment.

I also specifically inform Pitt County Schools and the responsible adults participating in the field trip that my/our child, _____, has the following special medical needs (list medical problems or conditions, allergies, etc.):

_____

_____

My child needs the following medications, prescriptions, or special diet:

_____

_____

In connection with the above specific needs, we will furnish in writing from our child's personal physician all necessary information regarding any special medical needs or conditions that our child may have, together with instruction for appropriately dealing with such needs or conditions, to the adults supervising the field trip.

I acknowledge that I have carefully read the foregoing medical authorization and know that it applies to all field trips taken during the _____-_____ school year, and I sign this as my own free act.

_____   _____
Parent/guardian signature   Date

_____   _____
Parent/guardian signature   Date

_____   _____
Student signature (if 18 or older)   Date

Name and telephone number of health insurance company, if any:

_____

Click the link below to access all field trip forms in Spanish:

[Spanish Field Trip Forms](#)