

E.B. Aycock Middle School



“Home of the Jaguars”

2016-2017
Handbook

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E.B. Aycock Middle School

1325 Red Banks Road
Greenville, North Carolina 27858
Telephone (252) 756-4181 Fax (252) 756-2408
Website: <http://www.pittschools.org/ebaycock>

Darryl Thomas, Jr.
Principal

Sharon Ward
Assistant Principal

Ruth Ann Christian
Assistant Principal

Dear Students, Parents, and Legal Guardians,

Welcome! The faculty and staff take great pride in welcoming you to E. B. Aycock Middle School for the 2016-2017 school year. We are happy to see our students who are returning as seventh and eighth graders, and extend a special welcome to the new sixth, seventh, and eighth grade students who will be joining us for the first time this school year.

The faculty and staff at E. B. Aycock work with students and parents/guardians to create a safe, positive, and productive learning and working environment. We look forward to the opportunity to help these young men and women become successful during their middle school experience in all areas.

Students and parents/guardians should be prepared for the changes that take place in an early adolescent's life during the middle school years. Students, this is a time of great growth – physically, intellectually, emotionally, and socially. Although the changes are exciting, they can also be challenging. We are here to work with you and your parents/legal guardians to make the change process a meaningful and fulfilling experience. We look forward to establishing a wonderful partnership with our parents/guardians and encourage communication and involvement in your child's educational experience.

We are excited about the success that our students have demonstrated in all areas, including academics and co-curricular participation. We expect and are proud that our students practice and demonstrate respect and responsible behavior at school as well as off school grounds. We encourage students to build their life skills by practicing mutual respect, demonstrating attentive listening skills, participating in academics and co-curricular activities, and supporting/respecting their peers and teachers.

Students achieve at a significantly higher level when parents/legal guardians are involved in their child's educational/co-curricular journey. We encourage you to join and be active in our school's Jag Booster Club, to stay in touch with your child's teacher on a consistent basis, and to support all students in school events as often as possible.

This handbook is designed to help everyone understand our program design, information, and expectations (academic and behavioral) that will guide the success of our students and to be helpful to parents/guardians. We ask that parents/guardians review this entire handbook with your child and keep it as a reference during the school year. Make sure that your child understands all the opportunities and the privileges offered as well as the expectations and responsibilities placed on them. If you or your child has questions about any of the material in this handbook, please contact your teacher, counselor, or the administration.

Sincerely,
Darryl Thomas, Jr. Principal

"HOME OF THE JAGUARS"



Pitt County Administrative Staff

Dr. Ethan LenkerSuperintendent
Cheryl Olmsted.....Associate Superintendent, Educational Programs and Services
VeLecia CouncilAssistant Superintendent, Human Resources
Debra Baggett.....Assistance Superintendent, Finance
Matt Johnson.....Executive Director of Operations
.....Public Information Officer
Kay Weathington.....Student Management Information

Pitt County Board of Education

Worth Forbes, Chair
3119 Ivy Road
Greenville, NC 27858
Home: (252) 355-2808
Email:
worth@worthforbes.com

Walter Gaskins
P. O. Box 33
Grimesland, NC 27837
Home: (252) 227-1010
Email:
gaskinsw@pitt.k12.nc.us

Benjie Forrest, Vice-Chair
2293 Sis Mills Road
Grimesland, NC 27837
Home: (252) 758-5328
Email:
forrestpb@gmail.com

Mildred Council
410 West Fifth Street
Greenville, NC 27834
Phone: (252) 757-1037
Email:
councilwomancouncil@gmail.com

Caroline Doherty
1712 Forest Hill Dr.
Greenville, NC 27858
Home: (252) 902-9024
Email:
dohertyc@pitt.k12.nc.us

Mary Blount-Williams
2101 Webster Ct.
Greenville, NC 27834
Phone: (252) 747-2784
Email:
jawmbw@earthlink.net

Marc Whichard
3000 Taberna Drive
Greenville, NC 27834
Home: (252) 364-8024
Email:
WhichaM@pitt.k12.nc.us

Billy Peaden
4206 NC 33 West
Greenville, NC 27834
Home: (252) 752-5393

Sean Kenny
3008 Fern Dr.
Greenville, NC 27858
252-916-7287
spkenny@suddenlink.net

E. B. Aycock Middle School Staff

Administrative Staff			
Darryl Thomas, Jr.	Principal	Ruth Ann Christian	Assistant Principal
Sharon Ward	Assistant Principal	Pamela Little	Bookkeeper
Kareem Atkinson	Counselor	Sylvia Purvis	Secretary
Kristy Kennedy	Counselor	Sandra Strickland	Power Schools Administrator

Sixth Grade Teachers			
Patricia Barnett	Language Arts	Lauren Harvey	Math
Harry Claus	Social Studies	Brittany Hulsey	Science
Maggie Cox	Language Arts	Virginia Pou	Social Studies
Angela Grillo	Science	Tonya Speight	Math

Seventh Grade Teachers			
Amy Bullock	Science	Gabrielle Lewis	Math/Science
Toni Campbell	Science/Social Studies	Lisa Mayo	Language Arts
Patrick Egan	Science	Belinda Nolen	Math
Lynn Evans	Math	Jeremy Stevens	Language Arts
Donald Heath	Social Studies		

Eighth Grade Teachers			
Raymond Broy	Science	Vanessa Rogers	Language Arts
Moly Chandler	Math	Cynthia Sego	Social Studies
Dimera Cortes	Science	John Taylor	Math
Kaytlyn Cyrus	Science/Social Studies	Kelby Thorndyke	Language Arts
Jessica Denton	Social Studies/ELA		

Encore Teachers			
Michael Blackmon	Orchestra	Christian Korba	STEM
Cristina Borisoff	Spanish	Daniel Niece	Art/Innovations
Kelvin Chadwick	Career Technical Education	Stephanie Peo	Chorus/General Music
Chris Gaddy	PE/Health/Athletic Director	Michael Ritchie	PE/Health
Jenifer Hutson	Band	Luanne Warren	PE/Health

Academic Resource Specialists			
Chris Flowers	Language Arts/Academic Res.	Kim Townsend	Media Coordinator
Chris Frazier	Instructional Coach	Stephanie Woolard	AIG
Natalie Roberson	Behavior Coach Specialist Supervisor		

Exceptional Children Teachers				
Yolanda Brickhouse	EC Gen ED		Katrina Manning	Autistic
Jennifer DiVietro	ID Moderate		Michelle Mazey	Adaptive PE
Chandler Elliott	Adaptive PE		Trey Weaver	Autistic
Sandra Hardison	ID Severe		Jonathan Wells	Adaptive PE
Kiarra McCoy	EC Gen ED		TBA	Severely EmotionallyDisabled
Carol Manning	EC Gen ED			

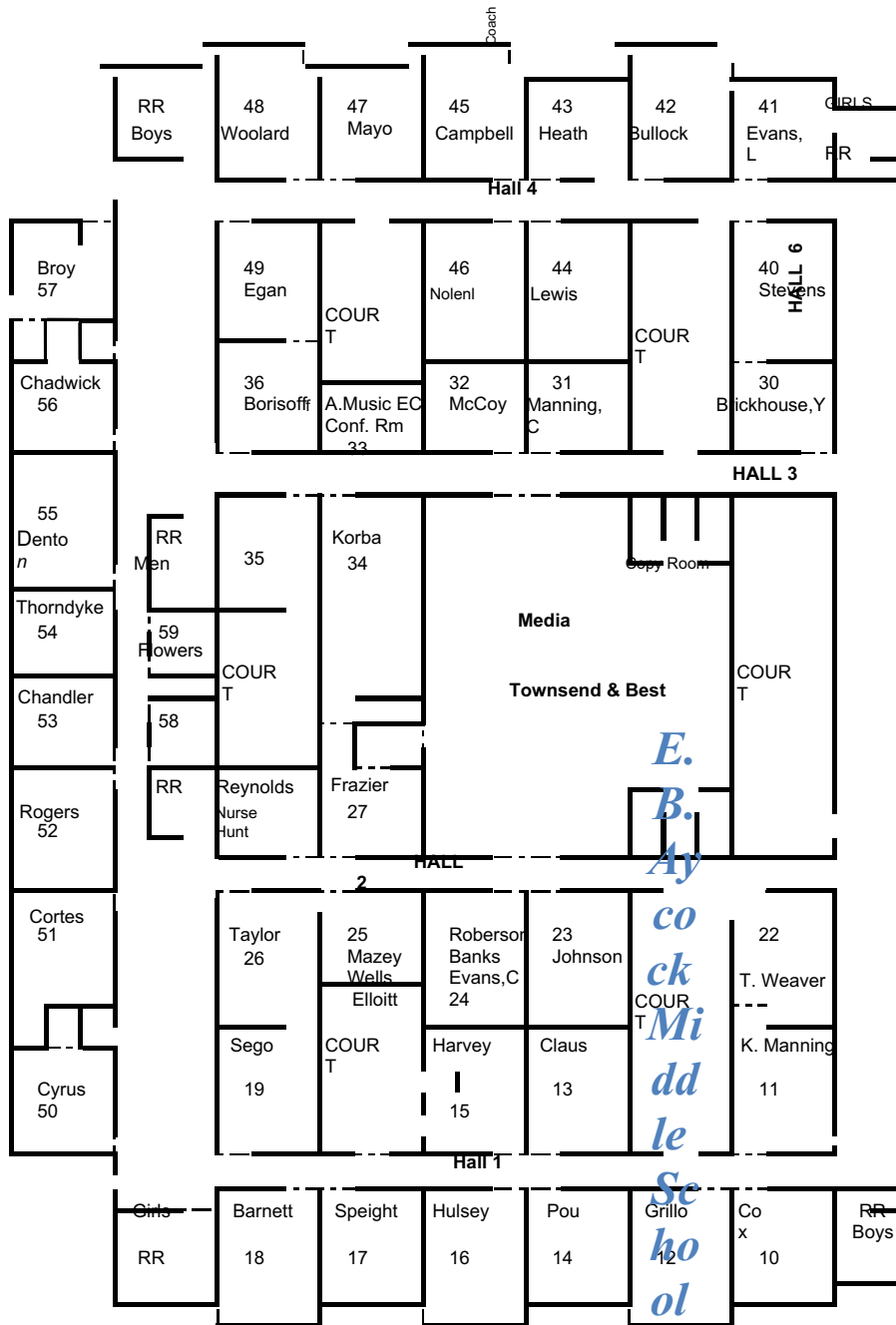
Teacher Assistants				
Antonio Banks	Behavior Coach		Stevie Lawrence	ID Severe
Brigitte Best	Media Clerk		Ernestine Person	ID Moderate
Jasmine Briley	Autistic		Shamera Pilgreen	Autistic
Joshua Brickhouse	ID Moderate		Ann Reddick	ID Severe
Sharon Dixon	Autistic		Curshenia Wilson	In-School Suspension
Cortney Evans	Behavior Coach			
Dwight Jones	Autistic			

Custodian Staff			Cafeteria Staff	
Carl Cox	Lead Custodian		Jimmy Barnhill	Assistant Manager
Doris Edwards			Tammy Grimes	Manager
Maurice Gibbs	Head Custodian		Mary Langley	
Stanley Gorham			Kyle Lane	
Carolyn Harper				

School Resource Officer (SRO)
Corporal Robert Hunt

School Contacts

Position	Name
504 Contact	Kristy Kennedy
Athletic Director	Chris Gaddy
Dropout Prevention	Sandra Strickland
EC Contact	Yolanda Brickhouse
Encore Department Chair	Kelvin Chadwick
English Department Chair	Kelby Thorndyke
ESL Contact	Kristy Kennedy
First Responders	Brigette Best Chris Gaddy Luanne Warren Virginia Pou Angela Grillo Kelby Thorndyke Chris Frazier Michael Ritchie
Health Education Contact	Michael Ritchie
Math Department Chair	Molly Chandler
Media Coordinator / Technology	Kim Townsend
Power Schools Administrator	Sandra Strickland
PE Department Chair	Chris Gaddy
School Health Service Contact	TBA
School Social Work Contact	Kristy Kennedy
Science Department Chair	
Social Studies Department Chair	Patrick Egan
TAT Chair	Kareem Atkinson
Testing Coordinator	Sharon Ward
Vocation Department Chair	Kelvin Chadwick



MAP 2016-17

Important Dates

Report Cards

Report cards serve as a progress report to both parents and students. They are distributed every nine weeks (four times per year). Parents are asked to review the report cards carefully and teachers' comments. If there are any concerns, parents are urged to request a conference with the teacher to discuss the student's performance. The final report card will be mailed to the address that we have on file for the student. If there is need for an address change, we will need to have a copy of any service bill of the property where you are living.

Nine Weeks Schedule	End of Nine Weeks	Report Cards Issued
1 st Nine Weeks	10/28/16	11/07/16
2 nd Nine Weeks	1/20/17	1/30/17
3 rd Nine Weeks	3/29/17	4/10/17
4 th Nine Weeks	6/09/17	Mailed

Progress Reports

Teachers distribute progress reports at the midpoint of each grading period. Please review them carefully and contact your child's teacher(s) with any questions you may have.

1 st Nine Weeks	Week of September 26 th
2 nd Nine Weeks	Week of November 28 th
3 rd Nine Weeks	Week of February 20 th
4 th Nine Weeks	Week of May 1

You may call the school at (252) 756-4181 to schedule a conference with your child's teacher(s).

Student Holidays, Early-Release Days and Teacher Workdays

September 5, 2016	Labor Day Holiday
October 11, 2016	Early Release Day/9-12 Conferences
November 10, 2016	Early Release Day/K-8 Conferences
November 11, 2016	Veteran's Day
November 23, 2016	Annual Leave
November 24-25, 2016	Thanksgiving Holiday
December 20, 2016	Early Release Day
December 21, 2016	Teacher Workday
December 22, 2016	Annual Leave Day
December 23-27, 2016	Christmas Holiday
December 28-30, 2016	Annual Leave Days
January 2, 2017	New Year's Day
January 16, 2017	Martin Luther King, Jr. Holiday
January 23, 2017	Teacher Workday
January 24, 2017	System Designated Workday
February 27, 2017	Teacher Workday
March 14, 2017	Early Release Day/9-12 Conferences
April 4, 2017	Early Release Day/K-8 Conferences
April 14, 2017	Good Friday
April 17-21, 2017	Annual Leave/Spring Break
May 29, 2017	Memorial Day
June 9, 2017	Last Day of School/Early Release Day

June 12, 2017	Teacher Workday
June 13, 2017	Teacher Workday
June 14, 2017	Teacher Workday

Possible Make-Up Dates (For Inclement Weather or School Closing)

November 23, 2016 • November 21, 2016 • January 24, 2017 • February 27, 2017 • **March 14, 2017**
April 4, 2017 (both are Early Release Days that would be extended to full days. These days would equal 1 full make up day).

On Early Release Days, each school will dismiss three hours earlier than its regular dismissal time and lunch will be served. Parent conferences on November 10th and April 4th will be scheduled between 3pm and 7pm. Confirmation of these meetings should be made well in advance.

Testing Window

Testing will be the last 10 working days of school. End of Grade (EOG) and NC Final Exams.

<i>8:00-8:12 a.m.</i>	<i>Arrival (Tardy after 8:15)</i>
<i>8:15-8:24 a.m.</i>	<i>Home Room</i>

Regular Bell

<i>6th Grade</i>	
8:27 - 9:37 am	Class
9:40 - 10:50 am	Class
10:53 - 11:38 am	1st Encore
11:41 - 12:26 pm	2nd Encore
12:29 - 1:04 pm	Lunch/Locker
1:07 - 2:17 pm	Class
2:20 - 3:30 pm	Class

Early Release

<i>6th Grade</i>	
8:27 - 9:02 am	Class
9:05 - 9:40 am	Class
9:43 - 10:08 am	1st Encore
10:11 - 10:36 pm	2nd Encore
10:39 - 11:14 pm	Lunch/Locker
11:17 - 11:52 pm	Class
11:55 - 12:30 pm	Class

Regular Bell

<i>7th Grade</i>	
8:27 - 9:12 am	1st Encore
9:15 - 10:00 am	2nd Encore
10:03 - 11:13 am	Class
11:16 - 11:50 am	Lunch/Locker
11:53 - 1:04 pm	Class
1:06 - 2:16 pm	Class
2:19 - 3:30 pm	Class

Early Release

<i>7th Grade</i>	
8:27 - 8:52 am	1st Encore
8:55 - 9:20 am	2nd Encore
9:23 - 9:58 am	Class
10:01 - 10:36 am	Lunch/Locker
10:39 - 11:14 pm	Class
11:17 - 11:52 pm	Class
11:55 - 12:30 pm	Class

Regular Bell

<i>8th Grade</i>	
8:27 - 9:37 am	Class (1)
9:40 - 10:50 am	Class (2)
10:53 - 11:53 am	Class (3)
11:53 - 12:28 pm	Lunch/Locker
12:28 - 12:41 pm	Class cont. (3)
12:44 - 1:54 pm	Class (4)
1:57 - 2:42 pm	1st Encore
2:45 - 3:30pm	2nd Encore

Early Release

<i>8th Grade</i>	
8:27 - 9:02 am	Class (1)
9:05 - 9:40 am	Class (2)
9:43 - 10:18 am	Class (3)
10:21 - 10:56 pm	Lunch/Locker
10:59 - 1 1:34 pm	Class (4)
11:37 - 12:02 pm	1st Encore
12:05 - 12:30pm	2nd Encore

Mission Statements

Pitt County Schools

The Pitt County Schools, through high expectations, excellence in teaching and a safe, orderly environment, will ensure that all students master the skills necessary for success as life-long learners in a rapidly changing world.

E. B. Aycock Middle School

At E. B. Aycock Middle School, we value the uniqueness of the middle school experience. Our goal is to provide a quality-learning environment designed to fit the educational, social, emotional, physical, and psychological needs of all students. Our staff, in partnership with the community, strives to prepare students to become responsible and contributing members of society.

Vision Statement

E. B. Aycock Middle School

At E. B. Aycock Middle School, our students strive to show their pride by being prepared for life, respectful to others, independent thinkers, disciplined students, and effective communicators.

Middle School Concept

E. B. Aycock Middle School strives to help make the transition from elementary school to high school a smooth transition. The following information will provide students and parents/legal guardians a better understanding of the middle school concept.

Interdisciplinary Team Organizations

To create smaller and more personal communities of learning, we are organized in interdisciplinary teams in both 6th and 7th grade. The interdisciplinary team organization is a group of two or more teachers from different subject areas who have a common group of students, a similar schedule, and share a planning time. During this planning time the teachers address both the academic and social needs of students within their team and arrange parent conferences as needed. While 8th grade teachers share a common planning time, teachers are not organized in teams. This is in an effort to better prepare students for life in the high school where they travel from teacher to teacher, not with a group.

Instruction

Like all aspects of the middle school program, instruction must be developmentally appropriate, reflecting the nature and needs of young adolescents. Important components of the instructional process are planning, classroom delivery, student assessment/evaluation, appropriate homework, and incorporation of enrichment activities.

E. B. Aycock teachers will provide the best possible experience for all students by providing the following:

- A variety of teaching strategies and instructional materials.
- Incorporating cooperative learning, peer tutoring, and other strategies that promote mutual respect and support.
- Providing concrete examples, hands-on approaches, active student involvement, and a rationale for learning.
- Plan activities that emphasize higher-order thinking skills.
- Integrate writing skills throughout all content areas.
- Provide real-life, relevant situations with active involvement for students.
- Differentiate instruction and evaluation for all students.
- Promote in students a sense of responsibility.
- Utilize a variety of community and school resources.
- Use blocks of time flexibly.
- Provide opportunities for students to use current technology.
- Provide ongoing assessment to plan for instruction.

The Common Core State Standards and North Carolina Essential Standards are the state curriculum which guides instruction, including the choice of supplemental books, videos, filmstrips, computer programs, and other instructional materials that support its identified goals and objectives.

Student Classes

Core Subjects

Mathematics

The middle grades mathematics program offers students of all ability levels the opportunity to develop a better understanding of numbers, improve their ability to reason, and be exposed to some exciting new areas of mathematics. The topics emphasized at these grade levels are operations of rational numbers, beginning algebra, informal geometry, measurement, graphs, scale drawings, elementary probability/statistics, and problem solving. The use of calculators and computers to enhance and enrich the program is also encouraged.

Seventh Grade Accelerated Math

Seventh Grade Accelerated Math is a transition course between mathematics and Math I. It is recommended for seventh grade students who have mastered the concepts of general mathematics. Students who elect to enroll in this course would perform at a high level on previously taken End-of-Grade tests, be self-motivated, and work independently in mastering new material. Students who successfully complete the course may enroll in Math I in the eighth grade.

Math I

Math I is offered for students who generally intend to complete four years of high school mathematics at the honors level (geometry, Algebra II, pre-calculus, calculus). Mastery of algebraic skills is essential for the successful completion of higher-level mathematics. Students who elect to enroll in this course would have performed at a high level of proficiency on the mathematics End-of Grade test, have maintained a consistent average of 90 or better in pre-algebra, and be self-motivated and capable of mastering new material without constant reinforcement or tutoring. All students who complete the course are required to take the North Carolina End-of Course Math I Test.

Any student who is not performing satisfactorily in Math I may elect to drop the course before the 20th day of school. All students enrolled in Math I as of day 20 MUST remain in the course for the remainder of the school year. These students will be required to take the Math I End-of-Course exam. This exam counts as 25% of the yearly average.

Communication Skills/English Language Arts

The communication skills curriculum is spiraling in nature and contains the same broad goals for kindergarten through grade twelve. The intent of the program is to equip students with the skills needed to participate as informed and effective citizens in a democratic society, to function effectively in the world of work, and to realize personal fulfillment. Students are taught to communicate through reading, writing, speaking, listening, and viewing. A broad range of experiences with a wide variety of good literature is a part of the focus. Several outstanding novels have been selected for use with the middle level program. Writing is taught as a thinking process and includes pre-writing, drafting, revising, editing,

and publishing. Grammar, spelling, and capitalization are taught as a part of the writing process.

Science

The state of North Carolina developed the science curriculum with the ultimate goal of assisting students in seeing how science directly relates to their lives and the larger human population. There is a shift of emphasis from content-specific objectives to science processes, with a great emphasis on the thinking skills used in problem solving. In the middle grades, there are six broad goals which students are expected to develop:

- An understanding of the nature of science.
- The ability to use scientific process skills.
- The ability to use scientific manipulative skills.
- A positive attitude towards science.
- An understanding of the relevance of current topics in science.
- An understanding of the science concepts through patterns and cycles in the natural world.

Social Studies

The middle grade social studies program focuses on five major concepts—history, geography, economics, political science, and anthropology/sociology. In grade six, students learn about the beginnings of human society to the emergence of the first global age (1450), and in grade seven they study the great global convergence (1400-1800) to the present. The eighth grade curriculum focuses on the history of North Carolina within the context of the national framework. The program of study at each grade level will enable students to investigate and respond to basic questions about the state or nation being studied:

- Who are the people of this society, and what are and have been their values and beliefs?
- What is the environment in which the people live and have lived?
- How has the society organized itself?
- How do the people of the society make a living?
- How has this society changed over time?

Further information on the Common Core Standards and NC Essential Standards are available at the North Carolina Public Schools website: www.ncpublicschools.org.

Extended Core Subjects (Encore Classes)

Band (Year-Long)

Beginning band is offered to sixth graders, an intermediate band is offered to seventh graders and an advanced band is offered to eighth graders. The band instructor can provide information about renting and purchasing instruments. Participation in band is a privilege and offers students an opportunity to develop as performers as well as a greater appreciation for music.

Sixth Grade (Beginning Band)

Beginning band focuses on learning to read music and how to play a band instrument. Through the use of method books, sheet music, recordings, and performing opportunities, the beginning band student will develop skills in music-reading and performing.

Seventh Grade (Intermediate Band)

Students should have at least one year in band and be able to play on grade level with the rest of the class. Seventh grade band class should be a continuation from the sixth grade band year. Students will continue to increase their technical proficiency and aural discrimination to gain more knowledge of music reading and performing.

Eighth Grade (Advanced Band)

Students should have completed at least two years of band and be able to play on grade level with the rest of the class. Eighth grade band class should be a continuation of growth and development from the seventh grade and prepare students for participation in high school band classes.

Career-Technical Education (Semester)

Seventh Grade: Computer Skills and Application and Eighth Grade: Exploring Career Decisions

Seventh grade curriculum is designed to develop keying and formatting skills, appropriate techniques, and basic technology applications. Basic business correspondence, Desk Top Publishing and presentation software are introduced. As eighth graders, an emphasis is placed on career decisions and digital literacy.

Chorus (Year-Long)

Sixth Grade

Students will work to develop their singing voice with an ideal sound, a sense of good intonation, and posture and learn the fundamentals of music reading and performing.

Seventh Grade

Students should have participated in a chorus program at least one year and be able to perform on grade level. Seventh grade chorus should be a continuation of sixth grade chorus. Students continue to develop musical understanding and singing techniques.

Eighth Grade

Students should have participated in a chorus program at least two years and be able to perform on grade level. Eighth grade chorus should be a continuation of the seventh grade year. Students continue to develop music reading ability and performing skills. There should be evidence of an advanced level of musical understanding, as well as singing and performing techniques.

General Music (Semester)

The course will teach students the rudiments and terminology of music theory including hearing and notating:

- pitches
- intervals
- scales and keys
- chords
- meter
- rhythm

Concepts will be addressed through listening to a wide variety of music, including not only music from standard Western tonal repertoire but also twentieth-century art music, jazz, popular music, and the music of non-Western cultures .

The books we have will be used for the theory portion of the course. Social Studies and ELA standards will also be incorporated through the use of multimedia resources made available through the school and technology resources. Each grade level will focus in a different area of music as follows:

6th grade focus: Broadway Musicals

7th grade focus: **Roots and Evolution of Jazz**

8th grade focus: NC and Pop Culture Music

Health and Physical Education (Semester)

Sixth, Seventh, and Eighth Grade

Health and Physical Education is offered to all students in grades 6-8 for 90 days. Physical education units are alternated with health education units. The main focus of the physical education curriculum at this level is the areas of fitness, games, and sports. Students participate in high-level concepts and skills each school year in these areas. The specific objectives to be accomplished at each level are discerned in the North Carolina Standard Course of Study. Students must supply a lock for their PE locker while they are in class. PE locks can be purchased outside of the school from local retailers or from the school for \$6. **PE/Health is mandatory for all students one semester per school year.**

In health class students will be made aware of the important health risks for their age group and be able to appraise their own health status, health behaviors, and potential for health risks. Focus will be on understanding how to protect themselves from health risks arising from substance abuse and intimate sexual behaviors. Eighth grade students will participate in Hands only CPR training. This is mandatory as a high school grade requirement.

Spanish (Semester)

The purpose of this class is to develop the ability to communicate directly and effectively with people who speak the Spanish language. The focus will be on the progressive development of the skills of listening and speaking followed by reading and writing. Cultures of Spanish-speaking people will be integrated throughout the second language curriculum in order to help students develop an understanding and appreciation of other cultures. This class is available to all sixth, seventh, and eighth grade students.

Strings/Orchestra (Year-Long)

At E. B. Aycock sixth, seventh, and eighth graders may elect to participate with the option of renting or purchasing their own instruments. Orchestra students are involved in several

performances each year and are graded on participation in those performances along with other tests and assignments.

Sixth Grade

Students should have completed at least one year of strings classes and be able to play on grade level. Students continue to develop an ideal sound, a sense of good intonation, correct position, posture, and bowing. The basic fundamentals of music reading and performing are stressed.

Seventh Grade

Students should have played in an orchestra for at least two years and be able to play on grade level. Seventh grade strings should be a continuation of sixth grade orchestra. Students continue to develop musical understanding and playing techniques.

Eighth Grade

Students should have played in orchestra at least three years and be able to play on grade level. Eighth grade orchestra should be a continuation of the seventh grade year. Students continue to develop music reading ability and performing skills. There should be evidence of a clear concept of ideal tone and intonation, while demonstrating an advanced level of facility with the bow and left hand technique.

Talented and Gifted Program (AIG) (Semester)

E. B. Aycock AIG students in sixth, seventh and eighth grade will be enrolled in AIG as an elective class for one semester. The AIG curriculum integrates reading, math, science, history, and technology as well as research skills.

AIG students will also receive yearlong resource support and/or resource services through collaboration of the AIG teacher and the regular classroom teacher. This may include short-term projects, pullout groups, team teaching, learning contracts, differentiated units, competitions, and problem-based learning.

Visual Arts (Semester)

Sixth Grade

Students in art classes will study artists and art history, as well as produce their own creative artwork in drawing, painting, printmaking, sculpture and ceramics. They will learn to discuss art and to think creatively in problem solving.

Seventh Grade

Building on experience from sixth grade art classes, students will continue to study artists and art history. In art production, they will use many of the same media in a more advanced way. Special emphasis will be placed on creative problem solving and art criticism, which involves understanding and discussing art.

Eighth Grade

Building on experience from sixth and seventh grade art classes, students will continue to study artists and art history.

Peer Helpers (Semester)

Peer helpers work with students who have moderate to severe disabilities. Peer helper is limited to ONE SEMESTER. Limited opportunities are available for these positions.

Media Helpers (Semester)

Students check books in/out and assist with pulling resources for classroom teachers. They also maintain order in the media center with shelving books and restocking resources.

STEM

The STEM lab was created to expose students to curriculum that incorporates Science, Technology, Engineering and Math through hands-on activities. The students work through Modules using a computer program and then complete a physical project or lab that reinforces the main objectives of the Module lesson.

STEM Modules

- Biotechnology Module
- Body Systems Module
- CADD Module
- Chemical Math Module
- CNC Manufacturing Module
- Electricity Module
- Electronics Module
- Energy, Power, & Mechanics Module
- Engines Module
- Forensic Math Module
- Heat & Energy Module
- Horticulture Module
- Ideas & Innovation Module
- Logic & Reasoning Module
- Microbiology Module
- Plastics & Polymers Module
- Robots Module
- Simple Machine Modules
- Statistical Analysis Module
- Sustainable Agriculture Module
- Water Management Module
- Weights & Measures Module

Student Involvement

Extra-Curricular Activities

Young adolescents need a variety of experiences beyond those offered in the core and encore curriculum. E. B. Aycock Middle School will work to provide students with the opportunities to have a well-rounded educational experience. The following offers students a wide range of extra-curricular activities:

Battle of the Books

Students who are interested in this competition read books selected by the N.C. Battle of the Books committee. They audition for the team by answering questions about books they read. Then the team competes against other teams from Pitt County Schools in a quiz bowl format.

National Junior Beta Club

Sixth through eighth grade students are eligible for the E. B. Aycock National Junior Beta Club. Candidates must have an average of 93 or above in core academic classes (Science, Social Studies, Math, and English Language Arts). Students' grades are checked each semester and they are invited to an induction ceremony at the end of the school year. To remain in Beta Club; a student must continue to meet the above criteria.

- Probation will occur if a member receives nine-week's grades in core classes that average lower than a 93. That student will receive a letter stating that he/she is on probation.

Interscholastic Sports

E. B. Aycock Middle is committed to providing a quality interscholastic athletic program. We take a great deal of pride in our athletic program through quality leadership, community support, and parental involvement. We have been able to offer student athletes quality equipment and facilities. It is the goal of the athletic program to develop leaders, teach fundamentals and techniques, and model and teach good sportsmanship skills. Eligibility requirements can be found in Section B of this handbook.

Sports Offered at E. B. Aycock Middle School

- Baseball
- Basketball (Boys & Girls)
- Cheerleading
- Coed Soccer
- Football
- Softball
- Volleyball
- Track
- Cross Country

Math Teams

Eighth grade Algebra I and Algebra II students, chosen by his/her teacher, may participate in regional and state math contests. Other math competitions are available for sixth, seventh, and eighth grade math students.

Science Teams

Sixth, seventh, and eighth grade students may participate in Science Olympiad. Students who are interested in this competition will have the opportunity to participate in many science-related activities, such as tower building, crime busters (CSI), nature events, etc.

Student Government Association (SGA)

The Student Government Association is composed of two students from each homeroom in grades six – eight. These representatives assist in promoting school projects and in reporting any information that students may need to know to their homerooms. The criteria for participating in SGA are:

- An overall “C” average.
- A good disciplinary record.
- Dependability

The purpose of SGA is to carry out school projects, to teach leadership skills, and to teach parliamentary procedures.

Field Trips

- Field trips are an enjoyable educational extension of the Common Core and Essential Standards. They supplement and enrich the curriculum and offer students the opportunity for first hand learning experiences.
- The principal must approve all field trips, and the Superintendent of Pitt County Schools must approve overnight field trips.
- All field trips are carefully planned and well organized by staff sponsors. Careful attention is given to providing more than adequate supervision and every precaution is made to ensure student safety.
- While participating in or attending as representatives of the school, to any school-related activities held on school grounds or at some other location, students are subject to the same PCS rules and regulations concerning conduct and dress code which apply during the regular school day.
- All school rules apply when students are on field trips.
- Parent meetings will be held prior to any out of state field trip. The purpose of the meetings will be to familiarize parents with the itinerary, rules, and regulations and provide helpful hints.

Grades

Grading Policy

Teachers are charged with the responsibility of grading students and recognizing their individual differences. Grading should be based on the progress the individual student has made towards accomplishing the goals and objectives set for him/her. **No grade will be given lower than a 50 due to district policy.** All assignments will be graded according to the following numeric scale:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
0-59	=	F

Promotion/Retention

By the end of the first semester, parents of students in danger of being retained should be sent a promotion/retention notice attached to the student's report card. Conference should be held immediately following this notice.

Additional notices should be sent in subsequent report cards and progress reports if warranted. Teachers should also meet with the parents on several occasions to review the child's progress. Teachers will discuss the child with a committee at the end of the year to help determine promotion/retention.

In responses to the Student Accountability standards adopted by the state, Pitt County Schools has adopted standards for student promotion. They are as follows:

- Students must be in attendance for 160 school days.
- Students in grades 3 - 8 must receive passing averages in ALL four core classes.

Students in grades 3 – 8 must pass with a 60 or better the following subjects:

- English / Language Arts
- Mathematics
- Science
- Social Studies

Pitt County Policy recognizes the right of a principal to make the final decision on grading and classifying students.

Academic Integrity Policy/Honor Code

Principle: We propose that academic integrity is essential in both the learning environment and the community. The Center for Academic Integrity of Duke University notes that academic integrity is a commitment, even in the face of adversity, to five fundamental values:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility

It is our hope that members of our learning community are guided by these values as evidenced by appropriate behavior even when circumstances are demanding.

Purpose: The purpose of the Honor Code at E. B. Aycock Middle School is two-fold. First, the Honor Code secures an environment where academic integrity can flourish. The Honor Code recognizes the importance of honesty, trust, fairness, and respect. This Honor Code allows all students to take responsibility and receive recognition for their own academic and personal achievements. The secondary purpose of the Honor Code is to cultivate an environment in which academic dishonesty is not tolerated. At E. B. Aycock Middle School, academic dishonesty is described as giving, receiving, using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work.

The Pledge: All students will be expected to follow the pledge on assignments, tests, and projects.

“On my honor, as an E. B. Aycock Middle School student, I have neither given nor received unauthorized assistance on this work.”

This pledge indicates that the work submitted for academic credit represents the student’s own ideas and words.

Consequences for Violation of the Honor Code: Having severe punishments for academic dishonesty is another way to ensure a high degree of academic integrity in our school. Academic dishonesty is considered a violation of Rule 26 which is a Category I offence (#8) as listed in the Pitt County Schools Code of Student Conduct Book. Violations may result in a suspension of up to seven days as well as receiving a zero on the assignment.

1st Offense: The student will be given a zero for the assignment. The teacher will contact the parent/legal guardian by telephone and describe the incident of academic dishonesty. The student will retake the assignment for which credit will be awarded and averaged with the existing zero. The student will take the work home to his/her parent/guardian with an attached Honor Code Violation notice. This notice must be signed by the parent/legal guardian as well as the student and returned to the teacher within two school days. Failure to return the signed notice will result in a referral to school administrators, who will contact the parent/legal guardian.

2nd Offense: May be treated as a Category II Offense, which may result in a suspension of up to seven days.

School Policy and Procedures

School Hours

Office	7:30 AM – 4:00 PM
Teachers	8:00 AM – 3:30 PM
Teacher Assistants	8:00 AM – 4:00 PM
Students	8:15 AM – 3:30 PM
Media Center	8:00 AM – 3:30 PM

Closed Campus

We have a closed campus policy. Students must stay on the school grounds from the time they arrive until dismissal, or until they are picked by the bus or parent/legal guardian.

Arrival and Dismissal

Arrival at School

- Students' school day begins at 8:15 AM.
- Students are not permitted in the hallways until the first bell at 8:00 AM.
- At the first bell at 8:00 AM, students must report to Homeroom.
- Bus students will also report to Homeroom when the bell rings at 8:00 AM.

We recognize that it is necessary for some parents to drop their child off at school before 8:00 AM. As a service to parents who wish to do this, E. B. Aycock Middle School has established an Early Bird Program in our cafeteria from 7:30 AM until 8:00AM. The cost for Early Bird is \$1 per day and can be paid each day as the child attends.

Late Arrival to School

- Students are expected to be in class when the school day begins at 8:15 AM.
- Students arriving late to school are to report to the office and sign in. Parents/legal guardians are asked to either accompany their child to the office or provide their child with a note or doctor's excuse.

Early Dismissal

The school day ends at 3:30 PM. Parents/legal guardians are discouraged from checking students out early. Repeated early dismissals from school or class is considered a violation, which is a Category I offense as listed in the Pitt County Schools Code of Student Conduct Book.

- The person picking up the student must come in the office and sign the student out and may be asked to show proper identification.
- If someone other than the parent/legal guardian is to pick up the student, a written note needs to be given to the office staff. If the parent/legal guardian does not inform the school who will be signing out their child, the student will not be released.
- If a person other than the parent/legal guardian picks up the student on a regular basis, written permission may be given and kept on file in the office.

- Students who are checked out before 12:00 PM, or check in after 12:00 PM, will be counted absent for the entire day.
- Students will **not** be called out of class to sit in the office to wait for the parent/legal guardian to get to the school.

Although these procedures may be inconvenient at times, they must be followed to ensure the safety of all students.

Afternoon Dismissal

- Afternoon arrangements for your student should be clearly understood between you and your child before your child leaves home.
- Telephone messages to your child at school or to the office staff to change transportation will only be accepted in the case of a serious emergency and if received prior to **2:00 PM**.
- Notes are required if there are any changes to how your child is supposed to go home. This policy is for the protection and safety of your child.
- At the sound of the 3:30 PM dismissal bell, all students involved in after school activities should report to their designated areas immediately.
- All bus riders must report to the front of the school and car riders will need to report to the back of the school.
- Walkers are to use the side exits facing Red Banks Rd. and leave campus immediately unless involved in extra-curricular activities.
- Walkers are expected to use the guarded crosswalk for their safety and protection.
- All other students should be off campus by 3:45 PM.
- Students waiting for rides must be in compliance with school rules as long as they are on school property.

Riding Bicycles

- Students may ride bicycles to school.
- Bicycles are to be parked upon arrival at school and are not to be used until the end of the school day.
- All bicycles should be secured with a lock.
- The school is not responsible for damage or theft of parts while bicycles are parked on the school campus.
- The parking area for bicycles is located in the front of the school.

Parking and Unloading Students

- Parents bringing their children to school or picking them up after school are to use the back entrance of the campus for loading and unloading. **The front entrance is for buses.**
- Visitors may park in the front of the building during the hours of **8:45 AM until 2:30 PM** only. If you will be visiting or picking up a student either before 8:45 or after 2:30, you will need to find a parking place.

Attendance Policy

Attendance Policy

Regular school attendance is required. Attendance is necessary to the success of all students. Upon returning to school from an absence, the student should bring a written excuse from the parent/guardian to the Homeroom Teacher. Parent/Legal guardians may also send an email to the Homeroom Teacher. Make sure to provide your child's name, date(s) of absences, and the parent's/legal guardian's signature. The make-up work must be initiated by the student and is their responsibility. It is important to understand that every absence from school counts towards promotion/retention (even excused absences) as outlined in Pitt County School's Promotion/Retention Policy (Refer to Section B of this Handbook).

Pitt County Board of Education Attendance Policy Statement

A student who is absent a total of 21 days per school year for reasons defined as lawful or unlawful shall automatically fail the work for that class for the school year. If a student misses 21 days or more, some of which fall within the lawful category, he/she must appeal to the principal for a ruling. Appeal may be made to the Board should the ruling not be satisfactory.

Lawful Absences

The superintendent or principal has the right to excuse a student temporarily from attendance on account of sickness or other unavoidable cause. Below are the valid/lawful excuses for temporary nonattendance of a student at school:

- **Illness or Injury, which** prevents the student from being able to attend school.
- **Quarantine:** When the State Board of Health orders by the local health officer or isolation of the student.
- **Death in the Immediate Family:** For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to: parents, grandparents, brothers, and sisters.
- **Medical or Dental Appointments**
- **Court or Administrative Proceedings:** If the student is a party to the action or under subpoena as a witness.
- **Religious Observance:** In accordance with local school board policy.
- **Educational Opportunity:** Approval for such an absence must be granted by the principal prior to the absence.
- **Local School Board Policy:** The principal may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day.

K-8 Unexcused Tardy/Early Dismissal Procedures

Attendance in school for the full time allotted for classes is essential for student success. Unexcused Tardies/Early Dismissals cost your child valuable educational instruction. They also interrupt the learning process for other students. Additionally, punctuality is an important trait to reinforce at school. Students are expected to arrive at school and class on time and stay for the entire day of instruction.

Repeated tardiness to and early dismissals from school or class is a Category I Offense according to PCS Code of Conduct, and may result in a suspension of up to 2 days. The following actions will be initiated on the days indicated.

Days Tardy/Early Dismissal	Consequences
3 to 6	Contact from Administration (may be Alert Now, Letter, Phone Call)
8 to 10	Category I Consequence (may be assigned an additional consequence for each subsequent tardy/early dismissal) (Possible suspension of up to 2 days)
15	School based meeting with parents, or Social Worker visit
25	<u>Possible Repeat</u> Category I Consequence (Possible suspension of up to 2 days)
30	Category I Consequence (Possible suspension of up to 2 days) (may be assigned an additional consequence for each subsequent tardy/early dismissal)

Finances

School Insurance

The premium schedule is as follows:

Type	Gold	Silver	Bronze
School Time	\$29.00	\$19.00	\$9.00
24-Hour	\$130.00	\$84.00	\$42.00
Extended Dental	\$7.00	\$7.00	\$7.00

The field trip policy covers all students for both day and overnight field trips. The coverage is the same as the school-time policy.

School Fees

K-12 School Fees of \$10.00 are due at the beginning of the school year. By the end of the first marking period, school fees should be paid.

School Debt

Student report cards may be held and participation in various school activities may not be allowed if school debts are not paid. Such school debt includes but is not limited to:

- Fundraisers
- Pictures
- Choral/Strings/Orchestra/Band Fees
- Lost Library Books and Text Books
- Text Book Damages
- Classroom CD's
- Returned Check (ChecXChange, [877-343-1823])
- Damage to School Property
- School fees (\$10)

Other Policies

Student Medication

The Pitt County Board of Education's Administration of Medication Policy and Procedures were developed to protect the safety and welfare of our students. The intent of the policy is to encourage that students take required medications prior to, or after, school hours. For those few medications which need to be administered during school hours, Board policy requires completion of the form "Authorization for Medication" to be filled out each school year and every time there is a change in medication dosage or time and frequency of administration.

Pitt County Schools defines medication to mean "any prescription or over-the-counter medication or supplement which the medical care source deems essential to be administered during school hours." The Authorization for Medication form is required for both short-term and long-term prescriptions and over-the counter medications. It needs to be signed by the physician and the parent specifying the dosage, time, and frequency of medication. If the need for over-the-counter medication is short-term (less than a week), only a parent's note is required that states the medication, dosage, and time and frequency of administration. The parent always has the option to come to school and administer the medication. (Refer to Section B of this Handbook.)

Search and Seizure

Parents/legal guardians and students should understand that the Principal or designee has the right to search a student during school activities if school personnel have reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. (Refer to Section B of this Handbook).

School Telephones

- The telephones are for school business only.
- Students are to use the telephone for emergency calls with permission from the teacher.
- We ask that parents avoid calling the school to speak to their child or leave messages.

Withdrawal Procedures

All students withdrawing from E. B. Aycock do so through the Data Manager's office with the following procedure:

- Parents/guardians must notify the school by telephone or in person.
- Withdrawal forms are available in the front office.
- Students will present the withdrawal form to each of their teachers, get it signed, and turn in all books.
- Students will return the withdrawal notice to the Data Manager's office for final approval.

Visitors

The Board encourages the community and parents to be involved and support the schools and the educational program. However, the Board is concerned with providing a safe,

orderly, and inviting learning environment in which disruptions to instructional time are minimized. The following rules apply:

- Cell phone use is prohibited in the building. We ask that you finish any cell phone conversations before entering the building.
- All visitors must report immediately to the front office for permission to be in the school, sign in, and obtain a visitor's identification badge. If you are bringing your child lunch, it needs to be left in the front office and we will call your child down. No outside restaurant food permitted in the cafeteria.
- Anyone wishing to visit a classroom must have prior approval from the teachers.
- Conferences and classroom visits should be scheduled with the teacher in advance.
- So as not to distract from the instructional process, we ask that observing classrooms be limited to one class period and we ask that you do not talk with your child while the teacher is teaching. The teacher cannot conference with you during class time.
- Visitors will be announced prior to going to classrooms.
- Visitors are not allowed to bring younger brothers, sisters, friends, or relatives from other schools.

Emergency/Safety Drills

Tornado

Weather Warning Definitions

- Tornado Watch – means that weather conditions are such that a tornado may develop.
- Tornado Warning – means that a tornado has been formed and sighted and may affect those areas in the bulletin.

Severe Weather Plan

- Tornado Watch – all teachers notified of impending weather conditions and tornado plan is reviewed.
- Tornado Warning – all blinds and drapes are lowered and students are relocated to areas offering the greatest tornado protection.

Tornado Drill

- Tornado drills will take place periodically during the school year. THIS DRILL TAKES PRECEDENCE OVER EVERY OTHER SCHOOL ACTIVITY.
- The signal for the drill is a bell ringing for five (5) seconds, followed by silence for two (2) seconds in a repeating cycle.
- It is essential that when the first signal is given, everyone obeys orders and promptly relocates to designated areas.
- Students will be seated on the floor with their backs to corridor walls or glass areas. Cover heads, arms, and legs so as to reduce the number of injuries from flying glass and other debris.
- Students are expected to be quiet, alert, and attentive during the drill. The drill is a serious undertaking, and inappropriate behavior will not be tolerated.

Fire Drill

- Fire drills at regular intervals are required by law and are important safety precautions. THIS DRILL TAKES PRECEDENCE OVER EVERY OTHER SCHOOL ACTIVITY.

- The signal for the drill is a long continuous bell.
- It is essential that when the first signal is given, everyone obeys orders and promptly clears the building by the prescribed routes.
- When the signal for the drill is given, students should stand and leave the room in a single file line. Students are not to break the single file line and **running is not permitted**. The last person out should see that all windows and doors are closed.
- Everyone will remain a safe distance from the school until the signal is given that it is safe to return to the building.
- Students are expected to be quiet, alert, and attentive during the drill. The drill is a serious undertaking and inappropriate behavior will not be tolerated.

Lockdown Drill

- Lockdown drills will occur at regular intervals throughout the school year and are important safety precautions.
- The signal for the drill will be an announcement for staff and students to LOCKDOWN!
- When the announcement is made everyone must follow the lockdown procedures.
 - Students remain in classrooms
 - Doors are locked
 - Windows are covered
 - Lights are turned off
 - Everyone is to remain silent
 - Students are expected to be quiet, alert, and attentive during the drill. The drill is a serious undertaking and inappropriate behavior will not be tolerated.

If you are a visitor inside the building during the drill, you will not be allowed to leave the building until the drill is over. If you are approaching the building as a visitor you will not be allowed to enter the building until the drill is over. This is a very serious drill and is conducted for the protection of your child.

Parent/Guardian Information

Parent/Legal Guardian Involvement

Research shows that a successful school has the support of its parents. The E. B. Aycock Middle School staff looks forward to establishing a great partnership with our parents.

Our goal is to have active parent involvement. We encourage our parents to stay in contact with your child's teacher(s) and to support all school activities and events and one way to get involved is by joining and becoming actively involved with our PTA.

Jaguar Boosters

The Jaguar Boosters is an organization that allows parents to work closely with teachers, staff, and other parents/legal guardians to organize and develop activities that motivate our students' academic growth. If you are interested in being involved, you may join during Open House night or during other school events. Listed below are the Jaguar Booster officers:

President:	
Vice-President:	
Secretary:	TBA
Treasurer:	TBA

Parent/Legal Guardian Expectations, Involvement, and Responsibilities

Parents/legal guardians are expected to be role models for students while on campus and at all school events. Parents/legal guardians must check in with the main office upon entering a building prior to visiting with a teacher or team. If a parent/legal guardian chooses to observe in a classroom, a request to observe must be made at least 24 hours in advance.

Education works best when there is a strong partnership between home and school, a partnership that thrives on good communication. Become familiar with all your child's school activities and with the academic programs our school has to offer. If you have questions about anything related to your child's progress or opportunities, please speak with a teacher, counselor, or school administrator.

In case of an emergency, it is vitally important that the school has accurate information regarding home address and phone numbers. To update your address, two proofs of residency are required for the office.

Parent/Legal Guardian – Teacher Conferences

Communication between parents/legal guardians and teachers is essential. Feel free to contact your child's teacher if you wish to have a conference. Please do not arrive at school unannounced for a conference. Teachers need time to properly prepare for all conferences. To schedule conferences, parents are requested to contact the teacher and set up an appointment.

Classroom Visits

- **Prior approval from the teacher must be received before visiting a classroom.**
- Be aware that the teacher is teaching. Go in and have a seat in the back of the room. The teacher cannot conference with you during teaching time. Please call to arrange a time for a conference.
- Please do not try to talk with your child while the teacher is teaching. He/she needs to hear what the teacher is saying as well.
- Please do not go to the door and try to call the teacher or your child out of the classroom. If you need to see your child, ask the office staff to help you by calling your child from the classroom to the office.
- Please leave younger children at home.
- Thank you for coming to visit our school.

Suggestions for Parents/Legal Guardians

The parent/legal guardian is the child's first teacher and should encourage the child to develop good behavior and a positive attitude toward school. The parent/legal guardian can help by:

- Recognizing that teachers take the place of the parent/legal guardian while the child is in school.
- Teaching the child respect for law and authority, for the rights of others, and for private and public property.
- Arranging for prompt and regular school attendance and compliance with attendance rules and procedures.
- Working with the school in carrying out recommendations made in the best interest of the child, including discipline.
- Talking with the child about school activities and showing an active interest in report cards and progress.
- Providing a suitable, quiet place and a scheduled time for study at home. Pencils, pens, paper, books, a ruler, and a dictionary should be at hand.
- Adhering to family agreements regarding the use of the telephone, TV, or computer during study time.
- Suggesting an alternative when told there is no homework such as:
 - Reading – a continuous assignment for everyone including magazines, newspapers, and books chosen for enjoyment
 - Reviewing – class work, math, grammar, and spelling
 - Researching – science or long term projects that have been assigned
- Establishing a set bedtime to assure adequate rest.
- Read and discuss this handbook with your child at the beginning of school and mid-year.
- Please label your child's belongings.

Your interest and support at home are important to your child and greatly appreciated by his/her teacher.

Tips to Help Students Achieve Success

Homework

Homework is an integral part of the educational process and will be reflected in all students' final grades. (Refer to Section B of this Handbook.) When absences occur, parents may call the school requesting their child's assignments. Please call the office between 8:00 AM and 9:00 AM and pick up the assignments by 3:30 PM. Requests for assignments that come in after 9:00 AM will need to be picked up the following morning. If a student prefers to wait until he/she returns to school to make up assignments, he/she has 1 –3 days to do so, depending on the number of days absent. It is the responsibility of the student to make arrangements for doing make-up work.

Study Skills

- Attitude is important. Think positively and work independently. Seek help only when you have exhausted your own resources, then ask questions and/or use library resources.
- Learning requires concentration, so keep your mind on what you are doing.
- At home, have a definite, well-lit, quiet place to study. Plan to spend time at home each day preparing assigned work or reviewing class work.
- Scan the entire assignment rapidly to grasp the basic idea. Reread carefully to understand content, details, explanations, and directions. If the assignment is not written, make notes of your own; outline what you have learned.
- If the assignment is a long-term project, do a little of it each day. Don't let it go until the last minute. It will be easier and you will do a better job.

A Student Who Studies Well:

- Brings books, notebooks, papers, pen, pencil, and other materials to class.
- Is an active participant in the classroom, listens well, and takes part in discussions
- Asks questions if he/she does not understand.
- Plans his/her work, schedules time for homework each day, and makes sure he/she understands the assignment before he/she leaves class.
- Uses what he/she learns and sees how each subject applies to others.
- Strives to do his/her best, not just to get by.

How to Take a Test

- Relax and forget other people around you.
- Read the directions carefully, and then follow them.
- Read the whole test first to see what's asked for and how to best use your time.
- Read each question twice before answering and think before you write.
- Answer questions fully, however, only include information which is asked for.
- Check your paper for spelling and grammar and remain quiet until given further instructions by the teacher.

Student Services

Pitt County Schools strives to provide optimum teaching and learning conditions for all students through a comprehensive educational program. It is recognized that in addition to academic challenges, students are at times faced with a variety of social, developmental, emotional, and behavioral issues that may interfere with their educational success. Qualified professional personnel are available to provide preventive, remedial, and crisis interventions to identify and remove barriers to learning. Utilizing a team approach, these professionals will partner with other educational professionals, parents, and the community to support students throughout the educational process. The Student Services Team includes School Counselors, School Social Workers, School Psychologists, School Health Specialists, and additional specialized staff.

School-Based Committee

The school-based committee provides a team framework for evaluating data and recommending the most appropriate placement for children referred for special education services. It is responsible for receiving referrals, involving parents in the planning process, obtaining parental permission for assessment, initiating screening and evaluation procedures, evaluating information, and seeing that an individualized education program for the handicapped, group education program for the academically gifted, or written educational program for the pregnant is developed. This School-Based Committee is reevaluated annually.

Teacher Assistance Team

The Teacher Assistance Team (TAT) helps regular education teachers with intervention strategies to meet the needs of all students. The team is responsible for analyzing results of interventions and making appropriate recommendations.

School Guidance Counselors

E. B. Aycock has two full time guidance counselors who provide a variety of services to assist students, parents/guardians, and teachers. Our guidance and counseling program is designed to help students develop self-understanding and interpersonal skills. Students are encouraged to become familiar with and utilize the services of our counselors listed below:

- Registration and orientation assistance.
- Test interpretation to assess academic progress.
- Coordinate with the Teacher Assistance Team to address identified student needs.
- Provide individual and group counseling to address special concerns or issues.
- Assist students with conflict resolutions, mediations, and encouragement.
- Coordinate health and referral services.
- Oversee the 504 program.
- Administer peer mediation. This program is designed to help students resolve conflicts without resorting to violence. Students who have been trained in conflict resolution are available to help other students who are arguing. The students simply request mediation from the guidance counselor, and the counselor calls the peer mediators. In a conference room with the counselor nearby, the mediators work with the students to arrive at a resolution agreeable to both parties.

School Health Case Managers are provided to the school district by Pitt County Memorial Hospital. These professionals are Registered Nurses and have multiple school assignments serving all grade levels. Coordination of health care services is provided to promote healthy lifestyles and behaviors, and disease and injury prevention education. They assist with evaluation of specific medical concerns affecting student attendance and achievement. Nurses are instrumental in linking students to health care providers and assisting with coordinating care of children with special health care needs and medication management issues. They develop Individual Health Care Plans and Emergency Action Plans for students in schools with chronic health conditions.

School Social Workers have multiple school assignments and work in K-12 schools on a weekly and as needed basis. Social workers serve as a liaison between home, school, and community, with a primary focus on encouraging parental input and involvement. Assistance is provided in identifying and addressing concerns through assessment of the influences in a student's total environment that may impact the education setting. Direct services are provided to students and families in the school and home that include individual, group, and family counseling, community resource information and referral, and advocacy. Consultation with staff, parents, and community is provided to address students' needs, school board policy and procedures, and family and child welfare laws.

School Psychologists also serve the K-12 schools through weekly and as needed contact at their multiple school assignments. Psychologists provide evaluations and analyze test results to identify students' cognitive strengths and weaknesses and learning, emotional, and behavioral problems. They are extensively involved in all aspects of the Exceptional Children's Program including consultations with staff and parents/legal guardians, behavioral intervention plans, serving as members of School-Based and Administrative Placement Committees, program planning and staff development, and all compliance issues. Additional services include community resource information and referral and coordinating contractual services for assessments. To contact any member of the Student Services Team, please call the school office at (252) 756-4181.

Anti-Discrimination, Harassment, and Bullying

All students have the right to attend school and school-related activities without any discrimination on the basis of sex, including sexual harassment that is motivated by race, color, sex, religion, national origin, or disability. Students are expected to treat other students and school employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

A student who believes he/she has been harassed by another student or by a school employee is encouraged to report the incident to a teacher, counselor, or school administrator. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct, a Category I Offense. The school police resource officer will be involved in most cases as is necessary. Such action shall be responsible to EEOC (Equal Employment Opportunity Commission) definitions; Section 703 (a), Title VII provisions; standards resulting from relevant court actions dealing with the liability an employer incurs for sexual harassment acts of supervisory personnel; and Title IX of the 1972 Federal Education Act.

Student Expectations

All students will be given a copy of the Pitt County Schools *Code of Student Conduct* Book, but below are some important points to remember.

Assemblies

There are many times throughout the school year that we assemble in the gym. We should learn and practice in school certain standards of assembly conduct with the hope that we shall continue practicing them outside of school.

- In any formal situation, clapping is the only correct method of applause. Whistling, stomping, and cheering are not acceptable.
- Absolute silence is necessary at public performances. There is no excuse for anyone talking during any part of a program.
- During the program, courteous audiences will sit attentively.
- No books or papers are to be brought to assemblies by students.
- An audience should not begin to leave an assembly until it has been dismissed.

Athletic Events

As a representative of E. B. Aycock Middle School, while participating in or attending any school related activity on any school grounds, students will be subject to the same rules and regulations concerning conduct, which apply during the regular school day.

Automatic Suspensions

- Fighting
- Failure to identify one's self
- Possession of lighters, matches, smoking on campus, any tobacco violation
- Refusal to leave a classroom/Refusal to follow directions given by an administrator
- Under the influence of drugs or alcohol

Cellular Phones and Other Electronic Devices

- Students are not permitted to use their own personal cell phones or any other electronic device during the school day. **ALL cell phones should be kept in student lockers throughout the remainder of the school day.** Students are not allowed to bring cell phones into the classroom.

Consequences are as follows:

- 1st Offense –The item being taken and held until a parent/legal guardian picks it up the next school day.
- 2nd Offense or more– The item being taken and held until a parent/legal guardian picks it up the next school day, as well as deemed a Category I Offense. Refer the Pitt County Schools *Code of Student Conduct* Book.
- Refusal to surrender the phone will result in Out-of-school-suspension.

Dress and Appearance

Pitt County Schools have adopted a countywide uniform policy, which has been recently updated. Please read and review carefully. (Refer to Section B of this Handbook).

- 3rd or more offense will result in In-School Suspension, Project Equal or Out-of-School respectively.

Gang Policy

Gang behavior and gang related activities will not be tolerated. Our School Resource Officer as well as school administration is in constant contact with the Gang Task Force of the Greenville Police Department.

School Bus Policy

Riding a bus is a privilege. Disruptive and inappropriate behavior is strictly prohibited and will not be tolerated. Any and all discipline problems that occur on the school bus will be dealt with according to the Pitt County School's *Code of Student Conduct*. All school rules are in effect on any bus and at any bus stop. Failure to adhere to those rules will result in suspension from riding the bus or suspension from school. Parents are expected to arrange for transportation to and from school if their child is suspended from the bus. Please keep in mind these rule are put in place for the safety of the students. In the event a student is referred to the office for disciplinary action due to not following school bus rules and regulations, the following procedure will be implemented:

- 1st Offense: Bus suspension of 1-3 days, parent contact
- 2nd Offense: Parent call home and 3-5 days bus suspension.
- 3rd Offense: Bus suspension of 7-10 days, parent contact
- 4th Offense: Punishment or possible permanent suspension from riding the bus for the rest of the year.

Automatic Bus Suspensions:

- Throwing objects out the window
- Fighting (could result in Out-of-School Suspension)
- Use of tobacco or alcohol (could result in Out-of-School Suspension)

School Bus Rules and Regulations:

The school bus is an extension of the school and all rules and regulations apply. **Request to ride an alternate bus from each party must be submitted to administration 24-48 hr. in advance.** These requests will be approved based on available space. Failure to comply with these rules will result in the denial of transportation privileges and/or suspension/expulsion.

- Use of cell phones or any other electronic devices are NOT allowed on the bus.
- Passengers must be on time.
- Students are expected to stand by the road, several feet from the pavement. They should wait until the bus comes to a full stop and then board the bus. If they must cross the street, they should wait for on-coming traffic to pass. As soon as the bus has stopped and the stop arm is activated, passengers should walk quickly (not run) to the bus.
- Take a seat as soon as possible once on the bus. Remain seated until the bus reaches the unloading area.
- Passengers should get permission to open windows.
- Keep hands, arms, and feet inside the bus at all times.
- Objects should never be thrown about in the bus or out of a window.

- Passengers should never eat or drink while on the bus.
- Aisles must be kept clear at all times.
- Personal belongings should be kept in the passenger's lap or placed under the seat.
- Indecent language, alcohol, tobacco products, and weapons are strictly prohibited.
- Passengers should maintain complete silence at all railroad crossings.
- Passengers should not tamper with the emergency door.
- Passengers should never deface the bus in any way.
- Passengers should never tamper with the fire extinguisher or first aid supplies.
- Passengers should not ride on the bus unless assigned by the principal or assistant principal.
- Passengers should remain in their seats until the bus has completely stopped
- Passengers should not rush to get off the bus. Pushing and shoving will not be tolerated.
- Passengers should always get on and off at designated stops. This can only be changed with the knowledge and approval of the principal or assistant principal.
- Observe classroom conduct while riding the bus.
- Be courteous and respect the rights of others.
- Cooperate with the driver in every way – a distraction could cause an accident.
- Talk softly.
- Help keep the bus clean.
- Keep hands and feet to yourself – no kicking, hitting, or fighting.

Textbooks

Textbooks are available to be used while in the classroom. If a textbook is needed, please communicate with the classroom teacher to see if one is available for loan. We expect that textbooks will be cared for properly and returned in the condition in which it was loaned. Students will be held responsible should they lose or damage a book that they have borrowed.

Lock Policy

Students will be issued locks for their lockers at the start of the school year. Only E.B. Aycock locks are permitted on lockers. If a lock is lost or stolen during the school year, the student **MUST** replace the lock. The replacement cost is the students' responsibility. The cost of a replacement lock is \$5. Locks will be collected at the end of the school year. If a student does not return his/her lock, the replacement cost will be added to his/her school debt.

Tobacco-Free Schools Policy

The Board prohibits the use of tobacco products at any time or on any district-owned, leased, or maintained buildings, property, or vehicles; or at any instructional program or school-related activity or event, including field trips and athletics. This tobacco-free policy applies to everyone, including all students, employees, visitors, guests, vendors, and private vehicles while on school property. (Refer to Section B of this Handbook).

Student Use of School Facilities

School facilities are provided for the student's use and convenience. Students should display pride in the school and make an effort to maintain the facilities in the condition they are found. Below is a list of recommendations for students that to observe in the use of these facilities.

Cafeteria

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. À la Carte items are also available. Students should be encouraged to choose wisely. The lunchroom management and your fellow students will appreciate your cooperation in the following:

- Move to and from the cafeteria quietly.
- Display good manners, talk quietly, and remain in your assigned area.
- No food, drinks, or straws are to leave the cafeteria.
- Students and teachers will be responsible for overall cleanliness of the cafeteria.
- Students and teachers will be responsible for returning their trays and leaving their tables and floor area clean.
- **Parents are not allowed to bring prepared restaurant food to students. If extenuating circumstances occur, the child will have to eat in a separate setting alone or with the parent.**

Breakfast

Students eating breakfast should go directly to the cafeteria upon arrival. Breakfast will be served from 8:00 – 8:12 AM. Students are to report to homeroom at 8:12.

Adult:	À la carte
Student:	\$1.00
Reduced Student:	Free

Lunch

When a student forgets his/her lunch money, he/she may charge one lunch, afterwards parents/legal guardian will be contacted. Prepay is available with the Cafeteria Manager.

Adult:	À la carte
Student:	\$2.25
Reduced Student:	\$0.40

Campus

Take pride in the campus and keep papers and litter off the grounds and encourage others to do so.

Classrooms

The majority of the student's school day will be spent in the classroom. Students need to do their part to keep their own classroom neat, attractive, and clean. Refrain from marking on the walls or desks.

Gymnasium

Coaches have requested that physical education classes remove any shoes except white-soled tennis shoes while using the gymnasium. Respect school physical education equipment by using and storing equipment properly.

Lockers

- Students can purchase a lock from their homeroom teacher for \$3.00
- Combination master locks are required for all lockers. Locks will also be collected at the end of year. Stolen, lost, or damaged locks are the financial responsibility of the student.
- Only E. B. Aycock Middle School locks are permitted. If a lock is placed on a locker that is not an E. B. Aycock lock, we have the right to remove the lock.
- Make sure the combination lock is shut tight and turned several times. Not doing so is the primary way that locks become missing. If your lock is missing, **you are responsible for replacing it. The cost to replace a lock is \$5.00.**
- Students are responsible for their locker. Any damages will be assessed and repair or replacement expenses will be the responsibility of the student/parent/guardian.
- Students may not share lockers and should not give out lock combinations. Students will be held accountable for the contents of their locker.
- Students will be given adequate time during the school day to visit their lockers and make necessary book changes, etc.
- All book bags must be left in lockers. Rolling book bags are not permitted.
- Parents/legal guardians and students should understand that the Principal or designee has the right to search these lockers at anytime. (Refer to Section B of this Handbook).
- Decals, stickers, etc. are not allowed in or on lockers.

Media Center

The media center is a resource center for learning, to be used for reading, research, and browsing. Books checked out should be taken care of so that others may benefit from their use. The students will pay for damaged or overdue books. A student is allowed to have two books checked out at any one time for a two-week period. Books may be renewed once. If a book becomes overdue, he/she may not check out any other books until either returning the book(s) or paying the replacement cost clears his/her name. If the book is found later within the same school year, the money will be refunded. The Homeroom Teacher will hold a student's report card until a book is cleared. If a book is returned damaged, the student will be charged a fee. Failure to pay these damages will result in the student's name being added to the overdue list.

Office

A log is kept in the office to be signed by students entering or leaving at anytime during the school day. Any personal belongings found on school grounds should be turned into the office. Any student missing personal belongings should check in the office *lost and found*. However, the school cannot be responsible for ANY items left unattended.

Positive Behavior Intervention and Support (PBIS)

E. B. Aycock has implemented the use of Positive Behavior Interventions and Support system (PBIS). Teachers will teach the expectations for appropriate behavior in various school settings (see E. B. Aycock Expectations and Rules Matrix on next page). Expectations include: Prepared, Respectful, On-Task, Personal Best, and Safe: **PROPS**.

Various opportunities to recognize and/or reward students who follow the expectations will include:

- **Earning EBA PROPS tickets** from staff members to spend in the EBA Student Store, place in a Raffle Box, or in a Grade Level Contest to compete for various grade level prizes such as a movie and popcorn in the gym.
- **No Uniform Days** – Students that have not received steps for the entire month will be recognized by not having to wear their uniforms the last day of each month.
- **Positive Referrals** – Each teacher will select one student each week to be recognized for something positive they have done at school. Students will receive a small token of appreciation as well as a “brick” to be added to the Wall of Success.
- **Wall of Fame** to recognize individual student achievements
- **Jaguar Jam** – Students who have not been in options lunch, after-school detention, ISS or OSS for the entire marking period will be eligible to attend the Jaguar Jam. The Jaguar Jam will vary each marking period but may include intramurals, a dance, or a movie with popcorn.

Consequences for not following the student expectations will include “steps” for students. Each staff member will document each “step” for students. The consequences and strategies to help improve each student’s behavior are:

Step 1 – Warning.

Step 2 – Silent Lunch and a student conference.

Step 3 – Options Lunch and parent letter sent home by teacher.

Step 4 – Office Referral and parent contact by teacher.



E. B. Aycock PBIS Student Expectations and Rules Matrix



Settings Expectations	Cafeteria	Hallways	Classrooms	Bathrooms
Prepared	Get everything needed before you are seated.	Have a Pass or go back to class.	Be on time. Bring an open mind ...and a pencil!	Have your bathroom pass or go back to class
Respectful	Use a quiet voice. It's the only choice.	Use a quiet voice. It's the only choice.	Think about what you do and say... would YOU want to be treated that way?	Graffiti is mean. Keep the walls clean.
On-Task	Stay in your seat. You're in here to eat.	Go where you need so you can succeed.	Focus on instruction to avoid a disruption.	Bathrooms are not a place to play. Do what you need, and be on your way.
Personal Best	Keep it neat around your seat.	Play it cool. Follow Jaguar rules.	In the right place At the right time Doing the right thing	Throw trash away. Make the custodians day!
Safe	Stay in your place and you'll be safe.	With hands and feet to yourself as you go, walk on the right so traffic can flow.	Follow the rules to be safe in school.	Use good hygiene. Wash your hands. Be clean.

Annual Notification of Rights under FERPA for Pitt County Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day Pitt County Schools receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent of eligible student believes is inaccurate or misleading.

Parents or eligible students may ask Pitt County Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If Pitt County Schools decides not to amend the record as requested by the parent or eligible student it must make a written notification of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent the FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by Pitt County Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom Pitt County Schools has contacted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the Pitt County Schools discloses education records with consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify student of records request unless stated in its annual notification that it intends to forward records on request.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pitt County Schools to comply with the requirements of FERPA.

The Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, D.C. 20202-4605



Dear Parent and Physician:

The Pitt County Board of Education's Administration of Medication Policy and Procedures (10.607) were developed to protect the safety and welfare of our students. The policy intent is to encourage that students take required medications prior to, or after, school hours. For those few medications, which need to be administered during school hours, Board policy requires completion of this green **Authorization for Medication** form each school year and every time there is a change in medication dosage or time and frequency of administration.

Pitt County Schools defines medication to mean “any prescription or over-the-counter medication or supplement, which the medical care source deems essential to be administered during school hours.” The **Authorization for Medication** form is required for both short-term and long-term prescriptions and over-the-counter medications. It needs to be signed by the physician and the parent specifying the dosage, time and frequency of medication. If the need for over-the-counter medication is short-term (less than a week), only a parent's note is required that states the medication, dosage and time and frequency of administration. The parent always has the option to come to school and administer the medication.

For students in grades K-8, all medications, must be transported to school in the original container by the parent/guardian and administered by school personnel. For parents' convenience, it may be helpful to ask the pharmacist to label two containers, one for home and one for school. The only exception is that with prior documentation on the **Authorization for Medication** form students, who have permission to self-medicate, may carry rescue medications such as asthma inhalers, epi-pens or insulin.

High school students (grades 9-12) may transport and administer some of their own medications. Class 2 Controlled Substances shall be transported to and from school by parent/guardian for high school students and administered by school personnel. (Examples: Ritalin, Oxycontin, Percocet, Adderol, Concerta) In all cases of medication at school, prior proper documentation on the **Authorization for Medication** form including a physician's consent if a student can self-medicate shall be filed in the principal's/designee's office.

Two important points to remember are:

- Parents are responsible for informing the school principal of any serious changes in the student's health or any change in the medication to be administered. Changes in medication, including altered dosage and changes in time and frequency of administration require authorization from the prescribing physician on an **Authorization for Medication** form.
- It is a privilege for students to be allowed to self-medicate during school hours. Abuse of this privilege shall result in its revocation.

Thank you for your assistance in providing the necessary documentation and care for our students. We share your concern for their health and safety as well as their academic success.

Sincerely, Pitt County Schools