

A. G. Cox Middle School



2020 - 2021

Student-Parent Handbook

Student _____

HR Teacher _____

WELCOME BACK RAIDERS!

A. G. Cox Middle School

2657 Church Street
Winterville, North Carolina 28590
Telephone: (252) 756 - 3105
Website: <http://agcoxmiddleschool.com>

Dear A. G. Cox Families,

Welcome Back to School! The faculty and staff join me in saying we are happy to have you as a part of our learning community. It is our sincere desire that this will be a **successful year** for you and your child.

Due to COVID, A.G. Cox knows this school year will be different for everyone, but we will continue to have **High Expectations** for each student, team and grade level. For a productive year, hard work, commitment and dedication on the part of the administration, faculty, support personnel, student, and parent will be necessary.

Changes can be exciting and challenging, please know that we are here to work with you and your parents/guardians to make the change process a meaningful experience. Our staff members are well trained educators and are continuing to be trained on COVID procedures. We highly encourage you to work collaboratively with our staff so that we can make decisions based on what is **Best for Students**.

This year's handbook has a special section with COVID guidelines and practices for the school to follow. Within this handbook, you will learn about our school and district policies, regulations, procedures and services. Please read this information carefully, discuss it with your child, and keep it readily available throughout the year.

I look forward to working with you and your child towards having a great school. Thanks in advance for all of your support. **This school year is not a movie, but we will get through this together.**

Sincerely,

N. McDuffie
Principal

Get. Through.
Every. Single. Day.
Together.

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A.G. Cox Vision

A.G. Cox is dedicated to **preparing students for high school and beyond**, **inspiring them to grow academically and socially**, and **empowering them to become productive citizens.**



RAIDERS are...

Accountable

Game Changers

Considerate

A.G. Cox Classroom Rules

Allow the teacher to teach by...

1. Following directions the first time they are given, and thereafter.
2. Waiting for permission to speak.
3. Staying in your seat unless you have permission to do otherwise.
4. Keeping hands, feet, and objects to yourself.
5. Speaking positively to others.

Give Me Five Signal-Raised hand means:

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free
5. Listen



A. G. Middle School Staff

Administrative Staff

Norman McDuffie, Principal
Linda Brantley, Asst. Principal
Chaquita Avent-Holloman, Asst. Principal

Karla Allen, Secretary / Payroll
Deborah Godley, Power School Data Manager
Teresa Branch, Bookkeeper

Instructional Support Faculty Members

Katherine Toriello, Media Coordinator
Trista Davis, Instructional Coach
Jackie Cayton, Instructional Support

Tina Heath, Media Assistant
Deana Landis, Counselor
Demetrise Cobb, Counselor

Sixth Grade Teachers

Stacey Gardner	Room 120
Susan Drake	Room 108
Mary Hayes	Room 109
Deborah Mooring	Room 111
Rachel Newbern	Room 124
Mica Pierson	Room 122
Jeff Cahoon	Room 101
Rachel Kelly	Room 103
Kyle Miller	Room 105
Xavier Guions	Room 123

Seventh Grade Teachers

Mandy Phelps	Room 212
LeAnn Spalti	Room 202
Mary Provence	Room 200
Jason Donica	Room 211
Andy June	Room 209
Michael Smith	Room 203
Johnathan Messer	Room 208
Chris Lane	Room 210
Chip Cayton	Room 206

Eighth Grade Teachers

Diana Pepino	Room 308
Nikia Hill	Room 310
Elizabeth White	Room 303
Emily Leary	Room 307
Robert Willey	Room 304
Laura Cintron	Room 302
Bailie Monahan	Room 309
Nicole Scuron	Room 306
Randy Stuckey	Room 300

Exceptional Children Teachers

Sarah Williams, ID-Mild & Moderate	Room 101
Ginnett Bland, AIG	Room 213
Sonya Smith, AIG	Room 207
David Stahl, 7 th grade SLD	Room 204
Leslie Chandler, 6 th grade SLD	Room 106
Michelle Morrison, 8 th grade SLD	Room 305
Renee Messer, AU	Room 100
Elizabeth D.Costa	Room 200

Megan Pender DHH Room 200

Encore Teachers

Kimberley Gaylord, Computer Technology/Keyboarding	Room 216
Michael Blakeslee, Band	Room 217
Elizabeth Crawford, STEM	Room 216
Haywood Dillahunt, Health & PE	Gym
Jaqueline Hobbs, Art	Room 214
Steve Gilmore, Health & PE	Gym
Meredith Hall, Strings/General Music	Room 412
Penny Gardner, General Music/Chorus	Room 411
Tom Manning, Health & PE	Gym
Susan Nguyen, Dance	Room 410

Behavior Support Staff

Kevin Voytecki, Behavior Support Teacher	Room 311
Quincy Brickhouse, Behavior Support Assistant	Room 311
Dishon Lee, Academic Behavior Coach	Room 311

Teacher Assistants

Regine Olson, IDMI
Angela Cunningham, AU
Ronald Fisher, AU

Lunchroom Staff

Jackie Mills, Manager

Custodial Staff

Alonza Blackledge-Head
Jennifer Silver
Earl Murphy
Harrison Thompson
Roselyn Joyner

Middle School Concept

Our middle school program has several distinguishing features and components that will enable students to make a smooth transition from elementary school to high school. The following information will provide students and parents a better understanding of the middle school concept.

Interdisciplinary Team Organization

To create smaller and more personal communities of learning, we are organized in interdisciplinary teams. 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 with common planning, and share the same part of the building. During team planning time, the teachers address both the academic and affective needs of students within their program.

BLOCK CLASSES/BELL SCHEDULE

Students will take classes in the four core subject areas: English/Language Arts, Math, Science, and Social Studies. Students will also have two encore classes daily. All encore classes, except AIG, band, orchestra, some dance classes, and chorus, are taught on a semester basis. AIG, band, orchestra, some dance classes, and chorus are year-long classes. **Students and their families must register for band, chorus, and orchestra. Students must meet local and state eligibility guidelines to participate in AIG. All other encore classes will be randomly assigned.** Students may be assigned a second semester of Physical Education based on course availability.

AIG students who are enrolled in band, chorus, orchestra, and year-long dance may opt out of Physical Education in order to take the two yearlong classes. Parents of AIG students who wish for their child to take band, chorus, or orchestra will be required to sign a Pitt County Schools' physical education opt out waiver. This waiver only applies to AIG students in band, chorus, or orchestra or yearlong dance.

CORE SUBJECTS

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 objective science to science processes, with a great emphasis on the thinking skills used in problem solving.

Social Studies

The middle grade social studies program focuses on five major concepts--history, geography, economics, political science, and sociology/psychology. The program of study at each grade level will enable students to investigate and respond to basic questions about our state, our nation, various countries of the world, and ancient civilizations being studied.

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 using the entire writing process including grammar, spelling, and capitalization.

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 on 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.

7th and 8th Grade Students

- 7th Grade Mathematics
- 8th Grade Mathematics
- High School
 - Math 1, Math 2, Math 3 or High Level Math Course with Math 3 as a prerequisite
 -

***Note:** Students that follow this math sequence they will meet the mathematics qualifications for entering one of the sixteen campuses of the University of North Carolina Higher Education System.

7th Grade Accelerated Mathematics is a transition course between arithmetic and algebra. Students who successfully complete the Accelerated Mathematics may enroll in Common Core Math I or 8th Grade Mathematics depending on their final grade average. The student who takes Accelerated Mathematics and Common Core Math I at the middle school level could take the following math courses in high school: (Accelerated mathematics is pre-requisite for Common Core Math I in grade 8)

- | | |
|--|--|
| • 9 th grade Common Core Math II | • 10 th grade Common Core Math III |
| • 11 th grade Higher level math course with Math III as prerequisite: Advanced Functions/Modeling, Pre-Calculus | • 12 th grade Advanced Functions/Modeling, AP Calculus, Discrete Math, or AP Statistics |

***Note:** If students chose to follow the Accelerated Mathematics sequence, they will meet the mathematics qualifications for entering one of the sixteen campuses of the University of North Carolina Higher Education System.

Math I is offered for eighth grade 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 generally perform at a high proficiency level of the mathematics multiple-choice section of the End-of-Grade test, maintained a high “A” average, earn a Level 4 or 5 on the previous year’s math EOG, and within the Top 30% Math Percentile on his/her grade level. All students who complete the course are required to take the North Carolina READY End-of-Course Math I Test.

Students electing to enroll in Math I in the eighth grade intend to complete four years of high school mathematics at the honors level:

- | | |
|---|---|
| • 9 th grade Common Core Math II | • 10 th grade Common Core Math III |
| • 11 th grade Pre-calculus or higher level math course with Common Core Math III as prerequisite | • 12 th grade Higher level math course with Math III as prerequisite: Advanced Functions/Modeling, AP Calculus, AP Statistics or Discrete Math |

Students who score proficient as identified by state and local guidelines will earn high school credit. This credit can be applied to high school graduation. However, it will not impact a high school student's grade point average. High school grade point average begins when a student enters 9th grade.

***Note:** If students chose to follow the Math I sequence, they will meet the mathematics qualifications for entering one of the sixteen campuses of the University of North Carolina Higher Education System.

PERFORMANCE CRITERION FOR ACCELERATED MATH OR COMMON CORE MATH I

Any student who is not performing satisfactorily in Accelerated Math or Common Core Math I may elect to drop the course **before the 60th day of school. All students enrolled in Common Core Math I as of day 60 MUST remain in the course for the remainder of the school year.** Common Core Math I students will be required to take the North Carolina READY End-of-Course Math I Test. This exam counts as 25% of the yearly average. Any student failing Accelerated Mathematics may repeat their grade. Any student failing Common Core Math I may repeat their grade.

USE OF CALCULATORS

Teachers will assign calculators to students and students will be held responsible for any calculators issued to them.

EXTENDED CORE SUBJECTS (Encore Classes)

Year Long Classes

Sixth Grade Beginning Band Class

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 Band Class

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, aural discrimination and gain more knowledge of music reading and performing.

Eighth Grade Band Class

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.

Sixth Grade Chorus

Beginning Chorus focuses on learning to read music and how to develop a healthy, expressive, and effective singing voice. Through the use of a variety of repertoire, regular sight reading activities, and performing opportunities the Sixth Grade Chorus student will develop skills in music reading, vocal expression, and performing.

Seventh Grade Chorus

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

Eighth Grade Chorus

Students should have completed at least two years of chorus and be able to sing on grade level with the rest of the class. Eighth grade Chorus class should be a continuation of growth and development from the seventh grade.

Sixth Grade Dance I Class

Beginning dance will focus on fundamentals of dance including the importance of warm-ups, basic dance techniques in a variety of genres, as well as the history of dance. This class will have a performance opportunity in the spring.

Seventh Grade Dance II Class

This class is a continuation and growth in the development of dance techniques and choreographic principals with performance opportunities. Students enrolled should have successfully completed a dance course in sixth grade.

Eighth Grade Dance III

This class is a continuation and growth in the development of dance techniques and choreographic principals with performance opportunities. Students enrolled in this class should have successfully completed a dance course in seventh grade.

Sixth Grade String Orchestra

Beginning orchestra focuses on learning to read music and how to plan an instrument. Students 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 String Orchestra

Students should have played in an orchestra at least one year 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 String Orchestra

Students should have played in orchestra at least two 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.

Semester Classes

Sixth Grade General Music Class

Students will continue to develop their understanding of musical concepts initiated in K-5 general music. They will participate in activities that build their vocal, listening, music reading, and instrumental skills, as well as those which encourage their own creative efforts.

Seventh Grade General Music Class

Students will further their understanding of music concepts. They will participate in activities designed to refine their vocal, music reading, listening, and instrumental skills. They will continue to develop their own creativity by working with various musical compositions.

Eighth Grade General Music Class

Students will broaden their understanding of musical concepts. They will apply their acquired knowledge in creative activities while continuing to build their vocal, instrumental, listening, music reading, and analysis skills.

Sixth Grade Visual Art

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 Visual Art

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.

Sixth Grade Dance I

Students will focus on fundamentals of dance including the importance of warm-ups, basic dance techniques in a variety of genres, the impact of one dance globally, and history of dance.

Seventh Grade Dance II

Students will focus on dance fundamentals with emphasis on choreography and integration of the seventh grade core curriculum.

Eighth Grade Dance III

Students will focus on dance fundamentals with emphasis on choreography and integration of the eighth grade core curriculum.

Health and Physical Education

Health and physical education is offered to all students in grades 6-8 for 90 days. Physical education is alternated with health education units. The main focus of the physical education curriculum at this level is the areas of fitness, gymnastics, dance, and 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.

Strength and Conditioning

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.

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.

6th Grade

Innovating Solutions - In *Innovating Solutions*, students learn about the processes used to develop new ideas, inventions, and innovations including problem-solving models, the engineering design loop, and the Universal Systems Model of technology.

Building Bridges - In *Building Bridges*, students work as civil engineers for the Plan-it Span-it bridge construction company while exploring types of bridges and the roles civil engineers play in the design and construction of bridges and other projects. Students work through the stages of the engineering design process

as they design, plan, construct, and test a model balsa bridge using given specifications. Students also learn how to use equipment designed specifically for building the model as well as techniques to improve the design.

7th Grade

Theme Park Physics - In *Theme Park Physics*, students explore the physics of amusement park rides, especially the role energy plays in causing these rides to be fun yet safe. They design roller coasters and other rides to determine the relationships between potential and kinetic energy.

Contraptions - In *Contraptions*, students explore how simple machines are used to accomplish work. Students conduct an experiment to see how energy and work are conserved when using simple machines. Working together, students explore the six classical simple machines, the use of simple machines throughout history, modern applications of these ancient devices, and how the mechanical advantage of these machines affects the effort required to perform a task. The Expedition culminates with the Siege Machine Challenge in which students engineer a siege machine that is made up of two or more simple machines.

8th Grade

Tower Power - In *Tower Power*, students work as civil engineers for the Tower Up construction company, exploring the purposes of towers and the roles civil engineers play in the design and construction of towers and other projects. They work through the stages of the engineering design process while designing, planning, constructing, and testing a model balsa wood tower using given specifications. Students also learn how to use equipment designed specifically for building their model as well as techniques to improve the design.

Rolling Robots - In *Rolling Robots*, students work as robotics drive engineers for the Fleet Robots corporation. Students learn how and where robots are utilized, explore gear arrangements to change the speed of a robot, and assemble a robot with metal beams and plastic connector pieces.

Middle School Career-Technical Education

1. Keyboarding - Keyboarding and Business Computer Technology are designed to develop keying and formatting skills, appropriate techniques, and basic technology applications. These two courses combined make up the high school keyboarding curriculum.

2. Keyboarding and Business Computer Technology courses will be offered only as semester courses as written in the Standard Course of Study.

3. All students will be required to take the CTE statewide post-assessment (VoCATS) to measure achievement and to establish a clear connection between instruction and accountability. Teachers know from the course blueprint what should be taught in their classes and even the approximate time that should be used to cover each topic. They know at the beginning of the course what students will be evaluated on and even the exact number of questions that will be asked on each objective. They can use the classroom assessment banks to test students throughout the course, monitor student progress, and determine which students need remedial activities. The statewide post-assessments should reinforce what teachers already know about their students' mastery of course content.

GRADING POLICY

1. 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 by the teacher in cooperation with the student and parent.
2. All classes will be graded in accordance with the following numeric scale:

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

HOMWORK

Homework is an integral part of the educational process and will be reflected in all students’ final grades.

When absences occur, parents may call the school and request their child’s assignments. Assignments can be picked up from the main office. If a student prefers to wait until he/she returns to school to make up assignments, he/she has up to 5 days to do so, depending on the number of days absent.

MID-MARKING PERIOD PROGRESS REPORTS

All students will receive progress reports in the core courses. In encore classes, only students in danger of failing or making drastic drops will be given progress reports. Please review this report with your child(ren), sign it, and return it to your child(ren)’s homeroom teacher.

1. Wednesday, September 16, 2020
2. Wednesday, November 18, 2020
3. Wednesday, February 17, 2021 (Promotion/Retention letter if applicable)
4. Wednesday, May12, 2021 (Promotion/Retention letter if applicable)

PROMOTION-RETENTION STANDARDS

Refer to page 11 of Pitt County Schools’ Parent/Student Handbook.

REPORT CARDS

<i>Marking Period</i>	<i>End of Marking Period</i>	<i>Report Cards Go Home</i>
1	October 14, 2020	October 26, 2020
2	December 18 th , 2020	January 11, 2021
3	March 16, 2021	March 22, 2021
4	June 4, 2021	Mailed Home

A. G. COX MEDIA CENTER

The A. G. Cox Media Center supports efforts to encourage reading for enjoyment, curriculum needs, and sponsor our school’s Battle of the Books Team.

Students will go to the library with their ELA teachers to check out books. A student is allowed to have two (2) 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 his/her name is cleared by either returning the book(s) or paying the prorated price listed on the overdue list. If the book is found later within the same school year, the money may be refunded. A student’s report card will be held 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.

EXTRA-CURRICULAR & ADDITIONAL ACTIVITIES – PENDING COVID UPDATES

Young adolescents need a variety of experiences well beyond those contained in the core or extended core curriculum. At A. G. Cox, students are offered a wide range of extra-curricular activities. Descriptions are included below of some of the various extra-curricular offerings.

Student Council Association

The Student Council Association is composed of school-elected officers and homeroom-elected representatives in grades 6 - 8. These representatives assist in promoting school projects and in reporting any information that students may need to know to their homerooms. The purpose of Student Council is to carry out school projects and to teach leadership skills and parliamentary procedures.

Math Teams

Sixth, seventh, and eighth grade students may opt to participate in Math Counts or Algebra Team. Students may be asked to take an exam to be considered for participation on either or both of the teams.

Band/Orchestra

A. G. Cox students in 6th, 7th, and 8th grades may choose band, or orchestra as an encore class. Beginning band is offered to 6th graders and advanced band to 7th and 8th graders. Arrangements can be made through the band instructor to rent instruments or students may prefer to purchase their own instruments. Students in band and orchestra are involved in several performances each year and are graded on participation in those performances. Participation in band and orchestra is a privilege and offers students an opportunity to develop skills as performers, as well as a greater appreciation for music.

The National Junior Beta Club

The purpose of the organization shall be to encourage effort and regard merit among students and to promote those qualities that make for good citizenship in the school community. Those students in grades 6 - 8 who, in the opinion of the administration of the school, are of worthy character, good mentality, creditable achievement, and commendable attitude shall be eligible for membership.

Science Teams

Sixth, seventh, and eighth grade students may opt to participate in Environthon and/or Science Fair. Students may be asked to take an exam to be considered for participation on either or both of the teams. Students may also participate in our school sponsored Science Fair.

Battle of the Books

Students, who are interested in this competition, read books selected by the N. C. Battle of the Books committee and try out for the school team by answering questions about the books they read. The team then competes against other teams from Pitt County Schools in a quiz bowl format.

Field Trips – PENDING COVID UPDATES

1. Field trips are an enjoyable educational extension of the regular classroom. They supplement and enrich the curriculum and offer students the opportunity for first hand learning experiences.
2. All field trips must be approved by the principal. Overnight field trips and out-of-state field trips must be approved by the Superintendent of Pitt County Schools.
3. 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.

4. While participating in or attending as representatives of the school, to any school-related activity held on school grounds or at some other location, students are subject to the same rules and regulations concerning conduct which apply during the regular school day.
5. All school rules apply when students are on field trips.
6. 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.

INTERSCHOLASTIC SPORTS – PENDING COVID UPDATES

A. G. Cox Middle School takes great pride in our athletic program. Through quality leadership, community support, and parental involvement, we are able to offer student athletes quality equipment and facilities. As a result, we have been quite successful in our interscholastic athletic program.

MISSING WORK = MISSING SPORTS

Athletes with missing assignments for more than one week will result in the student being unable to participate until the assignment(s) are completed in a satisfactory manner.

Sports Offered at A. G. Cox Middle School

Fall	Winter	Spring
Cheerleading	Boys’ Basketball	Baseball
Cross Country	Girls’ Basketball	Co-ed Soccer
Football	Cheerleading	Softball
Volleyball	Wrestling	Track & Field

The responsibility of educating and guiding student athletes in the regulations governing interscholastic athletic eligibility shall rest with the administration of each school. Student athletes and parents of student athletes share the responsibility to see that the interscholastic athletic regulations are followed.

Pitt County Eligibility Requirements

Refer to page 26 of the 2020-2021 Pitt County Schools’ Parent/Student Handbook

Conduct at Athletic Events

While participating in any school-related activity held on the school grounds or at some other location, or attending as representatives of the school, all students are subject to the same rules and regulations concerning conduct which apply during the regular school day. Rule violations may result in suspension, removal from game, and loss of privilege to attend future games or events.

General Information

ARRIVAL AT SCHOOL

The school day for students begins promptly at 8:30 a.m.

EARLY BIRD

We recognize that it is convenient for some parents to drop your child off at school before 8:30 a.m. As a service to parents who wish to do this, A. G. Cox has established an **EARLY BIRD** program in our gym from **7:30 a.m.-8:30 a.m.** Students must pay **\$2.00 per day** to enter the gym and be a part of this program. Early Bird students who choose to eat breakfast will report to the cafeteria at 8:30am.

All other students must not arrive prior to 8 a.m. At 8 a.m., students may begin arriving to school. **Sixth grade students need to report to the Media Center. Seventh and eighth grade students must report to the cafeteria.** Students will be supervised in both areas prior to homeroom. Bus students will remain on their buses until they are dismissed after COVID screening.

Bell to Report to Homeroom.....	8:30 am (All Students)
Tardy Bell to Homeroom.....	8:50 am (All Students)
End of Homeroom.....	9:00 am (All Students)
Dismissal from School.....	3:00 pm (All Students)

LATE ARRIVAL TO SCHOOL or CLASS/EARLY DISMISSAL

1. Students are expected to be in the class when the school day begins at 8:50 am.
2. Students arriving late to school are to **report to the office** to be counted present for the day and obtain a pass to class. Proper documentation (a note from a health care provider, a note from court, or other issue as outlined in PCS Policies and Procedures) must be provided to receive an excused tardy. All tardies without proper documentation will be counted as unexcused.
3. Students are allowed three (3) minutes between classes to arrive and be in their assigned class.
4. The school day ends at 3:00 pm. Parents are discouraged from checking students out early. **Parents will not be allowed to check out students after 2:45pm and due to COVID guidelines, only one parent/guardian will be allowed.** Please note page 47 of the Pitt County Schools' Parent/Student Handbook. The Parent/Student Handbook states that repeated early dismissals/late arrival may warrant out of school suspension of up to two (2) days. Please see the chart of Pitt County Schools' K-8 unexcused tardy/early dismissal procedures listed in this section.
5. If a person other than the parent or legal guardian is to pick up the student, their names must be listed on the student's A.G. Cox pick-up list.
6. The person picking up the student must come in the office and sign the student out of school. **Students will not be called out of class to sit in the office to wait for the parent or guardian to get to the school.** Students will be called once the person picking up the student checks in at the main office.
7. The person picking up the student, including the parent or guardian, will be asked for **picture identification.**
8. If a person other than the parent picks up the student on a regular basis, written permission may be given and kept on file in the office.
9. **Students leaving prior to 12:00 noon will be counted absent for the entire day.** All students must sign out before leaving school premises. Parents must report to the office to pick up their child--not the classroom.
10. After school arrangements for your student should be clearly understood **before** your child comes to school.

Telephone messages to your child at school or to the office staff to change afterschool transportation will not be accepted. The only exception will be in cases of serious emergency. **NOTES ARE REQUIRED TO TEACHERS AND OFFICE EXPLAINING ANY CHANGE IN HOW YOUR CHILD IS TO GO HOME.**

DISMISSAL PROCEDURE.

Dismissal from School.....3:30 pm (6th).....3:32 pm (7th).....3:34 pm (8th)

Once students are outside the building, students should walk to their bus on Sylvania Street or to Blount Street for car rider pick-up. Students in mobile units cannot cut through the building, but must walk outside. Teachers will stand at their doors and follow students out of the building to monitor their behavior. **Bus riders must get to their assigned bus in a timely manner or risk being left behind. Parents are then responsible for picking up their student. After school dismisses, all students must leave campus unless participating in athletics or they have received written permission from school administrator, or teacher.**

Pitt County Schools’ K-8 Unexcused Tardy/Early Dismissal Procedures

Days Tardy/Early Dismissal	Consequences
3 to 6	Contact from Administration (may be Connect5, Letter, or Phone Call)
8 to 10	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 may be assigned an additional consequence for each subsequent tardy or early dismissal.

ATTENDANCE POLICY

Regular attendance is necessary to the success of all students. Upon returning to school after an absence, the student should bring a written excuse to his/her homeroom teacher. This excuse should include the name, date(s) of the absence, the reason, and the signature of the parent. The responsibility of make-up work must be initiated by the student within five days after returning to school. According to the Pitt County Board of Education policy, a student who is absent a total of twenty-one days per school year for reasons defined as lawful or unlawful could automatically fail the work for that class for the school year.

***Online Learning students must submit assignments or login every school day by 11:59am to be counted present.**

Car Riders and Walkers – PICK-UP & DROP-OFF – Blount Street (gym side)

1. Parents bringing their children to school or picking them up in the afternoon are to use the gym side of school. There will be three COVID screening checkpoints.

- *Gym – 6th grade
- *Cafeteria Canopy – 7th grade
- *8th Grade Gate – 8th grade

2. Sylvania Street is open only to bus traffic, teachers, and Facility Services traffic. Parents are asked **not** to park in spaces on Sylvania Street, as these are reserved for teachers.

No Visitors - Appointments Only - Pending COVID Updates

A.G. Cox works to maintain the safety of our students, faculty, and staff. For this reason, no visitors will be allowed in the school due to COVID guidelines. Parents must have an appointment to enter the building. Only one parent will be allowed to sign their child out.

1. Upon arrival, press the small, round, silver button located on the right of the main entrance doors.
2. The front office staff will answer.
3. Visitors need to say their name, verify their appointment, and wear a mask.
4. The office will unlock the door.
5. Visitors must complete the COVID screening and then report to the main office.
6. **Visitors must sign in the automated check-in system and have an ID to obtain a visitor's pass from the office.**
7. Students are not allowed to bring younger brothers, sisters, friends or relatives from other schools.

CLOSED CAMPUS

1. We operate a closed campus policy.
2. Students must stay on the school grounds from the time they arrive, until dismissal or until they are picked up by the bus, a parent, or guardian.

PHONES

1. Students must ask a teacher's permission to use the telephone within the classroom.
2. Students desiring to use the office phone must have a permission slip or pass from a teacher.
3. We ask that parents avoid calling the school to speak to their child or leave messages, except in emergency situations.
4. Please make note of the PCS Parent/Student Handbook regarding the use of cell phones by students.

CELL PHONES

Cell phones may not be seen nor heard on campus at any time except during lunch. If they are seen or heard by any adult without permission, they will be taken and logged into the front office. The cell phone will be released to a student's parent/guardian. **As per Pitt County Schools' Policy, students may use cell phones for instructional purposes with teacher permission. Students recording inappropriate student behaviors will be subject to school consequences.**

USE OF SCHOOL FACILITIES

School facilities are provided for the students' use and convenience. It is hoped that each student will display pride in his school and make an effort to maintain the facilities. Following are several recommendations that should be observed in the use of these facilities.

- Classrooms - The majority of your school day will be spent in the classroom. Do your part to keep your own classroom neat, attractive, and clean. Refrain from marking on the walls or desks.
- Cafeteria – Students will go the cafeteria as a team and will report back to the classroom to eat. Microwaves will not be available this school year. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. An ala carte line is also available. Students should be encouraged to choose

wisely. The cafeteria management and your fellow students will appreciate your cooperation in the following:

Whether using the cafeteria for assemblies, classes, pre-school or post-school activities, students should not play on the stage. Place chairs back in their proper place and refrain from littering the floor.

- Media Center - Our library 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. Damaged or overdue books will be paid for by the students.
- Campus - Take pride in our campus and keep papers and litter off the grounds and encourage others to do so.
- 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 properly.
- Instructional Equipment - Such items as data projectors, document cameras, Classroom Performance Systems, Chromebooks, Netbooks, laptops, I-Pads, Smart Boards, and I-Pod Touches should be handled with the care and permission of the classroom teacher, as damages result in expensive and often lengthy repairs. **Copy machines should be used by teachers and personnel only.**
- Office - Any personal belongings found on school grounds should be turned into the office. Any student missing personal belongings should check in the office. **However, the school cannot be responsible for money, cell phones, books, clothing, etc. left unattended.**

FEE SCHEDULE

Elementary/Middle/High School Fees

Student Fees (K-12)	Year -\$ 10
Technology Insurance Fee	Year - \$25
Breakfast Paid	Day-\$1
Lunch Paid	Day - \$2.25
Lunch Reduced	Day - \$0.40
Damaged Book Fees	Based on Formula
Return Check Fees	\$ 25
Locks	\$5.

School Insurance:

<u>Type</u>	<u>Cooper</u>	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
School Time	\$10.00	\$11.00	\$18.00	\$ 35.00
24 Hour	\$50.00	\$55.00	\$88.00	\$160.00
Extended Dental	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00

STUDENT DRESS POLICY

Shirts	Collar shirts with appropriate logos / graphics T-shirts – AGC Spirit Gear only
Pants, Blue Jeans, Skirts, Skorts, Jumpers	Solid Color, No holes nor shreds
Capri Length Pants, and Shorts:	Solid Color, No holes nor shreds
Adidas Pants and Shorts with stripes	No holes or shreds

Refer to page 28 of the Pitt County Schools’ Parent/Student Handbook for additional School Uniform Requirements.

EMERGENCY/SAFETY DRILLS

Severe Weather Plan

All teachers will be notified of impending weather conditions and a plan will be reviewed. In the event of a tornado all blinds and drapes are lowered and students are relocated to areas offering the greatest tornado resistance.

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 5 sec, followed by silence for 2 seconds in a repeating cycle.
Tornado Drill continued...
- 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. Coats and jackets can be used to 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 Drills

- 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 or a fog horn.
- 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 single file.
- 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 in single file and 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.

Lock Down Drills—Two lock down drills will be held this school year. The purpose of the practice drills is to prepare our learning community on how to respond during emergency situations. After each drill, families will receive an automated telephone message or a letter from school to confirm that a practice drill was held.

USE OF TEXTBOOKS

Listed below are some suggestions for better textbook care. It is hoped that each student will gain and show the proper respect for property that has been entrusted to him by the school.

1. Name should be written in ink in each book by the teachers.
2. When books are assigned to students, they are coded, noting the condition of the book so that proper damage fees might be collected.
3. It is recommended that book covers be used to help protect the books.

4. Do not mark on or fold the corners of the pages in the books. Homework assignments should be recorded in the student's planner, not in the textbook.

USE OF MEDICATION

It is the policy of Pitt County Schools that medication should not be administered to a student during school hours or by school personnel unless proper medical documentation is approved by the school nurse. Refer to page 15 of the Pitt County Schools' Parent/Student Handbook.

RIDING BICYCLES

Students may ride bicycles to school. They 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 in the racks. The parking area is located on Blount Street side of campus.

ATTENDING ASSEMBLIES-Pending COVID Updates

Assemblies are a regularly scheduled part of the curriculum and as such, are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. With live entertainment, unlike radio, television or movies, the performers are very conscious of their audience. Talking, whispering, whistling, stamping of feet, and booing are discourteous. Yelling is appropriate only at pep rallies.

USE OF LOCKERS-Pending COVID Updates

- Students' use of lockers is optional. They may be issued a locker at the beginning of the school year by their homeroom teacher. Combination master locks are required for all lockers and will be offered at a price of \$5.00. **No other locks will be permitted.** Students may use the same lock for all three years at A.G. Cox.
- Students are responsible for their locks and locker. Any damages will be assessed and repair or replacement expenses will be the responsibility of the student.
- 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.

STUDENT AWARDS/RECOGNITION

Throughout the year and at the end of the year are our awards assemblies. Students are recognized for outstanding academic, cultural, extra-curricular, and athletic achievements. The following represents a list of available student awards:

Nine Week Recognition

- Honor Roll/Principal's List (Refer to page 17 of the PCS Parent/Student Handbook)
- Academic Achievement Celebrations-- Achievement parties are held three times a year to recognize and celebrate students' academic success. All students who achieve all A's and/or B's on their report card are eligible to attend.
- Positive Behavior Intervention Support (PBIS) Celebrations—Celebrations are held three times a year to recognize and celebrate students' positive behavior. All students who are not assigned to

Choice, In-School Suspension, Project Equal, Out-of-School Suspension or Bus Suspension are eligible to attend.

Annual Awards (End of the Year)

Grades 6-8

- Academic Excellence Awards - to outstanding students in the areas of Communication Skills, Math, Science, & Social Studies
- Excellence in Cultural Arts - to outstanding students in the areas of Art, Band, Chorus, & Orchestra
- Awards of Participation - to outstanding students in the areas of Beta Club, Math Team, Battle of the Books, and Peer Helpers
- AG Cox Game Changer Award

Additional Awards Grades 7-8

- Duke Talent Identification Program - 7th
- Best All Around(Boy & Girl) 8th
- Bonnie K. Langston Award - 8th
- DAR Good Citizenship Award - 8th
- Presidential Academic Excellence Awards - 8th
- Barbara Ayers-Best Social Studies Scholarship – 8th
- Phyllis Carraway Citizenship Award – 8th
- Tony Banks Memorial Award - 8th
- Barney Barker Band Award - 7th
- Bill Brookshire Award – 7th and 8th
- Lana Dunn Service Award – 8th
- Tracey Cole Leadership Award – 8th

PARENT TEACHER ORGANIZATION

The Parent Teacher Organization (PTO) is an organization that allows parents to work closely with teachers, staff, and other parents to organize and develop activities to motivate our students' academic growth. PTO Membership is \$5 for the year. If you are interested in being involved you may join beginning Open House night and during other school events, or call our school at 756-3105 for more information.

COUNSELING SERVICES

A. G. Cox has two full time school counselors who will provide a variety of services to assist students, parents, and teachers. Our 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.

Services include

- New students
- Testing and test interpretation to assess academic progress
- School-Based Committee chairperson
- Works closely with the Teacher Assistance Team to address identified student needs
- Individual and group counseling to address special concerns or issues
- Provides students with educational, occupational, and pertinent personal information
- Coordinates health and referral services
- Coordinates parent-teacher conferences to assess academic performances or to address specific student needs

PARENT-TEACHER CONFERENCES

TBA

Communication between parents and teachers is essential. Feel free to contact your child's teacher to schedule a conference. Teachers need time to properly prepare for all conferences. To schedule conferences, parents are requested to contact the counselors' office. Parents may contact their child's teacher directly by calling, e-mailing, or writing a note in their child's agenda. Parents may also contact the counselor's office.

PARENT EXPECTATIONS, INVOLVEMENT, AND RESPONSIBILITIES

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

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.

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, seeing that an individualized education program for students identified with a disability, group education program for the academically gifted or written educational program for the pregnant is developed, and 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. It is responsible for analyzing results of interventions and making appropriate recommendations.

WITHDRAWAL PROCEDURES

All students withdrawing from A. G. Cox do so through the Data Manager's office. Parents must notify the school by telephone or in person.

STUDENT SERVICES

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 educational 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 Health Specialists are being provided by Pitt County Memorial Hospital to serve the K-8 schools on a weekly basis. These professionals are Registered Nurses and have multiple school assignments. Coordination of health care services is provided to promote healthy lifestyles and behaviors, disease and injury prevention

education, evaluation of specific medical concerns affecting student achievement, linking students to health care providers, medication management, and assisting with coordinating care of children with exceptional needs.

HARASSMENT / BULLYING

All students have the right to attend school and school-related activities without any discrimination on the basis of 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 her or she has been harassed, in any way, 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 Pitt County Schools Student Code of Conduct. The school 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.

PEER MEDIATION

Peer mediation is a program designed to help students resolve conflicts without resorting to violence. Students who have been trained in conflict resolution are available to help other students. Peer mediators work with a counselor to help mediated students arrive at a resolution agreeable to all parties.

Student Code of Conduct

All students will be given a copy of The Code of Student Conduct, which explains rules and consequences utilized in Pitt County Schools. The Code of Student Conduct can be found in the Pitt County Schools' Parent/Student Handbook starting on page 43. In addition, the following are our general school rules and consequences.

At A. G. Cox, we focus on the teaching and learning environment that is conducive to quality instruction. We encourage our faculty and staff members to serve as role models and mentors for all students. We hold high expectations for our students in creating a safe environment where respect for others reigns as the guiding force in all decisions. To ensure that we maintain the safest environment and preserve quality instructional time, we have established rules and procedures that we will practice at our school. Those student behaviors that interfere with teaching and learning will not be tolerated on this campus. Teachers are held responsible for teaching the accepted behaviors that we expect from students. Therefore, we hold students accountable for their behavior, and certain behaviors carry negative consequences. The best discipline is self-discipline and each student is in charge of his/her attitude.

EXPECTATIONS AND CONSEQUENCES

Everyone should show respect for all people, personal property, and school property. Fighting and/or aggressive behavior will not be tolerated. Students who choose to fight could face up to ten-day suspension from school. Some examples of inappropriate behavior include (but are not limited to): horseplay, play fighting, and verbal altercations, profanity directed towards a faculty member, staff member, student, or anyone on this campus; failure to identify one's self when directed to do so; outright defiance in response to a reasonable request by a faculty or staff member; failure to report to the office when directed to do so; repeated failure to follow instructions; interference with teaching and learning by constant disruption. When a teacher refers a student to an administrator for disrespectful behavior, the offenses will be dealt with according to PCS's

Code of Student Conduct handbook.

All students should help create and maintain a positive and safe learning environment. Bus conduct, hall conduct, cafeteria conduct, media center conduct, gym conduct and classroom conduct should be appropriate for a school setting. There are some items that should never be in a student's possession whether on the bus or on school property. These items include (but are not limited to): weapons or any items that may be used as a weapon, drugs, alcoholic beverages, tobacco product, or any item that appears to be unlawful. Illegal activity of any kind will not be tolerated and the consequences for possession or use of any aforementioned item will result in suspension.

All students should be prepared to actively engage in classroom activities. In order for students to learn, there are certain items that are deemed unacceptable on our campus. Inappropriate use of items such as: cell phones, I-pods, beepers, MP3 Players, cameras, DVD players, games (electronic or otherwise), playing cards, items for sale, will not be allowed and will be confiscated and returned at the discretion of the principal.

Recording inappropriate student conduct is against school policy and will result in school consequences.

Gang behavior and gang related activities will not be tolerated. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any PCS policy, and having a common name or common identifying signs, colors or symbols. Conduct prohibited includes:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and/or body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, gang signing, drawings) that convey membership affiliation in any gang or that promotes gang affiliation;
- Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- Soliciting others for gang membership;
- Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person related to gang activity.

In addition to the system and school-wide policies above, each team and core teacher will have individual classroom rules that outline their expectations so they can maintain a high teaching-learning atmosphere. Teams and grade levels may use the all or parts of the PBIS Criteria outlined on page 30 for grade level or special events. Teams or grade levels will communicate these expectations to parents and students.

SCHOOL BUS DISCIPLINE POLICY

Riding the bus is a privilege given by the state of North Carolina, which may be withdrawn for misbehavior or for any reason deemed necessary to ensure student safety.

Any and all discipline problems that occur on the school bus will be dealt with according to the Pitt County School's Parent/Student Handbook. Please refer to page 42. All school rules are in effect on any bus. Failure to adhere to those rules will result in suspension from riding the bus or suspension from school. A bus suspension is not considered a school suspension.

Classroom Removal

Students who disrupt class will be sent to the front office. Repeated class disruptions or office referrals will result in remote learning. Parents will be notified of all suspensions.

OUT OF SCHOOL SUSPENSION

Students and parents should familiarize themselves with the Pitt County Schools' Parent/Student Handbook. Policies associated with the Parent/Student Handbook will be strictly adhered to, and all violators will be dealt with in a fair, equitable, and consistent manner. Parents will be notified any time students are suspended from school. Online learning will be available for all students when he/she is not in school

AG Cox Classroom Discipline Continuum **For "Minor" Infractions**

1. Warning – Daily
 - a. "Bounce" to another classroom
 - b. Telephone call to parents
2. Front Office & Telephone call to parents

Notes:

Faculty and staff members will call parents as soon as possible after an incident occurs. If the faculty and staff are not able to reach a parent/guardian, they will make every effort to leave voice message regarding the incident.

Faculty and staff members have the right to by-pass giving a warning or bouncing a student if the student's behavior is severe. In these cases, the students may be sent directly to CHOICE or a teacher may complete an office referral to help correct the inappropriate behaviors.

Before you...




THINK!!

T = is it True?
H = is it Helpful?
I = is it Inspiring?
N = is it Nice?
K = is it Kind?

Out of Sight, Out of Mind!

NO PHONE ZONE



- Hallways
- Cafeteria
- Bathrooms

Phones will be confiscated, turned into the office, and returned to parents.

IS IT BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's

RUDE

When someone says or does something *intentionally* hurtful and they do it once, that's

MEAN

When someone says or does something *intentionally* hurtful and they *keep doing* it - even when you tell them to stop or show them that you're upset, that's

BULLYING

6 th	7 th	7 th (4-man team)	8 th	Encore
Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00
Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30
6 th ENCORE 9:33-10:07	CORE 1 9:33-10:45	CORE 1 9:30-10:23	CORE 1 9:33-10:45	6 th ENCORE 9:33-10:07
6 th ENCORE 10:11-10:45	CORE 2 / LUNCH 10:48-12:30	CORE 2 10:28-11:19	CORE 2/Lunch 10:48 -12:30	6 th ENCORE 10:11-10:45
		Core 3 / LUNCH 11:22 – 12:30		Planning 10:48-12:00
CORE 1 / Lunch 10:48 -12:30	7 th ENCORE 12:33-1:07	7 th ENCORE 12:33-1:07	CORE 3 12:33-1:45	7 th ENCORE 12:33-1:07
CORE 2 12:33 – 1:45	7 th ENCORE 1:11-1:45	7 th ENCORE 1:11-1:45		7 th ENCORE 1:11-1:45
		CORE 3 1:48 – 2:00	8 th ENCORE 1:48-2:22	8 th ENCORE 1:48-2:22

A.G. Cox Classroom Rules

Allow the teacher to teach by...

1. Following directions the first time they are given, and there after.
2. Waiting for permission to speak.
3. Staying in your seat unless you have permission to do other wise.
4. Keeping hands, feet, and objects to yourself.
5. Speaking positively to others.



Give Me 5 Signal: A Raised Hand Means:

1. Eyes on Speaker
2. Quiet
3. Be Still
4. Hands Free
5. Listen

Considerate

6 th	7 th	7 th <small>(4 min team)</small>	8 th	Encore
Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00	Homeroom COVID Screening 8:30 - 9:00
Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30	Raider Time 9:00 – 9:30
6 th ENCORE 9:33-10:07	CORE 1 9:33-10:45	CORE 1 9:30-10:23	CORE 1 9:33-10:45	6 th ENCORE 9:33-10:07
6 th ENCORE 10:11-10:45	CORE 2 / LUNCH 10:48-12:30	CORE 2 10:28-11:19	CORE 2/Lunch 10:48 -12:30	6 th ENCORE 10:11-10:45
		Core 3 / LUNCH 11:22 – 12:30		Planning 10:48-12:00
CORE 1 / Lunch 10:48 -12:30	7 th ENCORE 12:33-1:07	7 th ENCORE 12:33-1:07	CORE 3 12:33-1:45	7 th ENCORE 12:33-1:07
CORE 2 12:33 – 1:45	7 th ENCORE 1:11-1:45	7 th ENCORE 1:11-1:45		7 th ENCORE 1:11-1:45
CORE 3 1:48 – 3:00	CORE 3 1:48 – 3:00	CORE 3 1:48 – 2:00	8 th ENCORE 1:48-2:22	8 th ENCORE 1:48-2:22
		CORE 4 2:03 – 3:00	8 th ENCORE 2:28-3:00	8 th ENCORE 2:28-3:00